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VOLUME 19 · NUMBER 7 · JULY 1945

GENERAL

(incl. Statistics)

1609. **Bittle, C. N. The whole man.** Milwaukee: Bruce, 1945. Pp. x + 687. $3.50.—The emphasis throughout this textbook, which has been planned for use by undergraduates in elementary courses in philosophical psychology, is on the integrality of man as an organism. "Precise laboratory techniques, statistical tables, and mathematical formulae have therefore been omitted as irrelevant to the purpose in view."—*G. S. Speer* (Central YMCA College).

1610. **Engle, T. L. Psychology: principles and applications.** Yonkers, N. Y.: World Book Co., 1945. Pp. ix + 549. $2.12.—This textbook for students of secondary school age aims to lay a foundation for further study of psychology or to furnish a general survey of the subject. Material on many topics leaves latitude for selection according to interests or needs. In addition to such subjects as the senses, learning, and intelligence, chapters are found dealing with popularity and leadership, friendship and love, unusual personalities, hypnosis, mind reading, hunches and dreams. Under the caption "Social Problems and Attitudes," the following topics are discussed: crime, home influences, radio, motion pictures, companions, the behavior of the mob, education, and propaganda. Elementary statistics are introduced, and experimental studies are quoted or summarized. A teacher's manual accompanies the text.—*G. E. Bird* (R. I. College of Education).

1611. **Goodenough, W. H. A technique for scale analysis.** *Educ. psychol. Measmt*, 1944, **4**, 179–190.—A technique for scale analysis is described which requires (1) that the items should have sameness of content and (2) that each item should be a simple function of scores derived from the multivariate distribution of a set of qualitative items. A specific technique is outlined to determine whether a set of items satisfy the second condition.—*S. Wapner* (Rochester).

1612. **Hull, C. L. The place of innate individual and species differences in a natural-science theory of behavior.** *Psychol. Rev.*, 1945, **52**, 55–60.—The central point of the present paper is the hypothesis: "Innate individual and species differences find expression in the 'empirical constants' which are essential constituents of the equations expressing the primary and secondary laws of behavior." A formal illustration of the working of the hypothesis is given with the first, second, and third exemplary corollaries concerning individual (or species) differences. Although experimental work has not yet been performed, it is suggested that the validity of the hypothesis seems to be susceptible to empirical determination. If the hypothesis turns out to be true, it might open up an entirely new approach to the scientific study of the nature of aptitudes and liabilities and mark a genuine junction between pure and applied psychology.—*M. A. Tinker* (Minnesota).

1613. **Poffenberger, A. T. Psychology: academic and professional.** *J. consult. Psychol.*, 1945, **9**, 1–7.—Three of the large tasks awaiting psychologists in the immediate postwar period are maintenance of an interest in and the support of pure research as a foundation for our technology, the working out of an adequate professional training program, and the proper recognition of our professional responsibility to society and to individuals.—*S. G. Dulsky* (Rochester, N. Y.).

[See also abstracts 1644, 1696, 1734, 1741.]

NERVOUS SYSTEM

1614. **Eccles, J. C. Synaptic transmission in the spinal cord.** *Nature, Lond.*, 1944, **153**, 432.—Electrical potentials of the motoneurones following direct stimulation of the dorsal root are described for the anesthetized and eserine-injected spinal cords of cats and frogs. "The present negative results with eserine make it unlikely that acetylcholine plays any part in the synaptic transmission of simple spinal reflexes. . . . It could be due to direct electrical stimulation of the motoneurones by the action currents of impulses in the terminals of the dorsal root fibres."—*A. C. Hoffman* (Tufts).

1615. **Fedorov, B. K. Irrad'iatsia ochen silnova razdrajenia v bol'shikh polushariakh golov'novo mozga.** (Irradiation of very strong excitation in cerebral hemispheres.) *Trud. fiziol. Lab. Pavlov.*, 1944, **11**, 83–89.—The data referred to by the author bear out the main rule formulated by Pavlov concerning the irradiation or concentration of an excitatory process according to its intensity: a weak excitation irradiates, a strong excitation concentrates, and a too strong excitation irradiates again. English summary.—*P. Worchel* (U. S. Naval Reserve).

1616. **Kennard, M. A. Electroencephalogram of decorticate monkeys.** *J. Neurophysiol.*, 1943, **6**, 233–242.—In attempting to analyze the various anatomical components of the brain which might contribute to the electrical pattern of the EEG, the author studied the records of monkeys before and after decortication and hemidecortication. Simultaneous EEG's made from cortex and subcortical nuclei are rather different and may be independent of one another. Each cellular complex, however, does influence the other complexes, in particular from below upward.—*T. G. Andrews* (Chicago).

1617. **Kennard, M. A. Effects on EEG of chronic lesions of basal ganglia, thalamus and hypothalamus of monkeys.** *J. Neurophysiol.*, 1943, **6**, 405–415.—Chronic lesions of subcortical nuclei were found to produce changes in EEG, although lesions restricted

to cortical tissue caused no such changes. Large lesions of the basal ganglia produced permanent alteration in the EEG, and epilepsy commonly occurred following lesions to basal ganglia.—*T. G. Andrews* (Chicago).

1618. **Kupalov, P. S. O funktsional'noi strukture kory bol'shikh polusharii.** (The functional structure of the cortex of the great hemispheres.) *Arkh. biol. Nauk.*, 1939, **54**, 5–13.—Data recently obtained in the laboratory again bring up the question of cortical representation of the food center. The present investigation utilizes a sugar solution which is poured into the mouth of the animal, thus removing the presence of natural conditioned stimuli. At the pouring of the 20–40% sugar solution, the majority of the animals give a small secretion. The greatest secretion occurs at the first pouring; then it sharply decreases and towards the end of the experiment can approach zero. When conditioned stimuli are applied, the secretion increases. When it approaches a significant quantity, there appears a conditioned secretion. This increase of secretion on application of the sugar solution is explained by positing a gradually increasing excitability of those nerve elements which respond on the pouring of sugar. The question arises as to whether this occurs in the cortex or the subcortex. On the basis of facts presented in the article, the author states that we have a right to speak of a cortical food center and that we have material characterizing its activity.—*P. Worchel* (U. S. Naval Reserve).

1619. **Liberson, W. T., & Seguin, C. A. Brain waves and clinical features in arteriosclerotic and senile mental patients.** *Psychosom. Med.*, 1945, **7**, 30–35.—The clinical symptoms and EEG of 53 arteriosclerotic and senile psychotic patients were studied. Clinical symptoms particularly important were: confusion, irritability, anxiety, agitation, delusions, depression, and hallucinations. Approximately one third of the patients revealed a markedly slow EEG; another third presented no definite abnormal pattern. Confusion appeared in about 50% of the patients with severely abnormal records and only in 27% of those without any definite abnormality.—*P. S. de Q. Cabot* (United Drug, Inc.).

1620. **Liberson, W. T., & Seguin, C. A. Brain waves and heredity in mental diseases.** *Psychosom. Med.*, 1945, **7**, 35–38.—Of 118 patients between the ages of 13 and 23 years who had electroencephalographic examinations, 13 had a personal history of a neurological disorder. Heredity may play a definite role in the genesis of the EEG's of young mental patients. When abnormal EEG's are found in young persons without a clear-cut history of somatic disease, the hereditary factors should be investigated.—*P. S. de Q. Cabot* (United Drug, Inc.).

1621. **Markosyan, A. A. Action of atropine on the electroencephalogram.** *Bull. Biol. Méd. exp.* URSS, 1942, 13, Nos. 3–4, 69–71.

1622. **Morison, R. S., Finley, K. H., & Lothrop, G. N. Spontaneous electrical activity of the thalamus and other forebrain structures.** *J. Neurophysiol.*, 1943, **6**, 243–254.—A characteristic spontaneous activity was noted in subcortical forebrain areas of cats. These spontaneous bursts of waves were of the order of 5–10 per second, similar to those seen in the cortex. The waves in no case were found to emanate from the "relay nuclei" but were mainly associated with the internal medullary lamina, which is conceived of here as something of a master area controlling the bursts from the "non-specific cortical afferents."—*T. G. Andrews* (Chicago).

1623. **Murphy, J. P., & Gellhorn, E. Hypothalamic facilitation of the motor cortex.** *Proc. Soc. exp. Biol., N. Y.*, 1945, **58**, 114–116.—Observations on a paralyzed monkey suggested that emotional states accompanied by hypothalamic activity may activate cortically controlled movements not otherwise operative. To test this supposition, the authors performed experiments on cats in which simultaneously they administered electrical stimulation to the "responsive" motor areas of the cortex and to hypothalamic and adjacent basal nuclei. In general, the resulting effects were intensification of motor responses, shortening of the latency of responses, and spread of influence to other motor areas. By implication, these experiments shed light upon the effects of emotional stress upon muscular strength, movements of paralyzed limbs, and ejaculatory speech in hemiplegic aphasiacs. Further experiments are expected to define the specific hypothalamic nuclei capable of a facilitation effect on the motor cortex.—*C. P. Stone* (N. Y. State Psychiat. Inst. & Hosp.).

1624. **Pick, E. P., & Hunter, J. Action of atabrine on the electro-cortical potentials.** *J. Pharmacol.*, 1944, **80**, 354–361.

1625. **Watts, J. W., & Freeman, W. Prefrontal lobotomy.** *Sth. med. J., Bgham*, 1943, **36**, 478–486.—The authors summarize 6 years' experience involving 136 patients. If the frontal lobe is incised too far anteriorly, relief is only temporary; if too far posteriorly, there is profound inertia followed by unproductive restlessness. The cortical architecture of the frontal lobe remains intact, but the nucleus medialis dorsalis of the thalamus degenerates. Apparently the connecting pathway is of importance in linking ideational with affective experience, and its interruption is the greatest factor in producing alteration in emotional responses after operation. The effects on emotion, intelligence, and behavior are reported. The best results are obtained in obsessive tension states and involutional depressions. The number of schizophrenics is too small, and insufficient time has elapsed to draw definite conclusions; the results, however, are sufficiently satisfactory to encourage the use of the procedure in selected cases. Twenty-seven of the 136 patients are regularly employed (e.g., clerk, telephone operator, tool designer); 16, employed part time or studying; 39, keeping house; 30, at home but inactive; and 13 are in institutions.—*M. E. Morse* (Baltimore, Md.).

1626. **Yakovleva, V. V. Issled'ovanie podvijnosti nervnikh protsessov sobaki tipa sangvi'nika.** (Investigation of mobility of nervous processes in dogs of the sanguine type.) *Trud. fiziol. Lab. Pavlov.*, 1944, **11**, 31–43.—The mobility of nervous processes is characterized by the speed of their progress, by the velocity of their disappearance after stimulation is discontinued, and by the speed with which one process is replaced by its counter process. Using methods employed by Pavlov, the author finds that

there is a mobility of nervous processes. Those with the reversal of stimuli have proved to be good indicators not merely of the mobility of processes but also of the stability. In the case of stimulus reversal, the initially formed connections, both positive and inhibitory, leave behind a long-lasting trace influence. The trace influence continues more firmly and for a longer period of time in the case of inhibitory connections. The stability of connections and the intensity of processes are to be strictly discriminated. English summary.—*P. Worchel* (U. S. Naval Reserve).

[See also abstracts 1632, 1654, 1667, 1668, 1675, 1694, 1821.]

RECEPTIVE AND PERCEPTUAL PROCESSES

1627. **Carter, H. A. The consideration of hearing aids and audiometers by the Council on Physical Medicine.** *J. acoust. Soc. Amer.*, 1945, **16**, 203–205. —*E. G. Wever* (Princeton).

1628. **Craik, K. J. W., Pirenne, M. H., Crombie, A. C., Armstrong, E. A., & Falconer, D. S. White plumage of sea-birds.** *Nature, Lond.*, 1944, **153**, 288; 526–527; 527–528; 777.—In the first article, Craik suggests that just as antisubmarine aircraft are painted white on their underside to render them less visible to submarines, the white coloration on the underside of many sea birds may reduce the contrast between them and the sky and so render them less visible to the fish upon which they prey. Pirenne and Crombie conducted an experiment which they regard as imitating conditions natural to fish. Considering the combined effects of atmospheric scattering, light intensity of the sky, contrast phenomena, the reflection of light by water, the requirements of brightness discrimination, and the probable visual acuity of fish, these authors doubt whether white birds are on the whole less easily seen than others. Armstrong points out instances in sea birds in which the relation between white coloration and predatory habits suggested by Craik does not seem to hold. Falconer points out similar instances in predaceous land birds.—*A. C. Hoffman* (Tufts).

1629. **Hartridge, H. Theories of trichromatic vision.** *Nature, Lond.*, 1944, **153**, 45–46.—The single-cone hypothesis (that each cone in the retina is able to respond to every one of the three kinds of sensation, red, green and blue) and the triple-cone hypothesis (that there are three entirely different kinds of cones) are compared in their ability to explain the mediation of hue, visual acuity, intensity discrimination, and color blindness. The author concludes in favor of the triple-cone hypothesis.—*A. C. Hoffman* (Tufts).

1630. **Howard, J. C., Jr. Hearing aids.** *Nav. med. Bull., Wash.*, 1945, **44**, 117–120.—Present figures indicate that World War II will leave 250,000 service men with some degree of hearing impairment. The practical applications of hearing aids for both specific and general amplification are discussed. Cases tend to divide into three general groups: uniform loss of all frequencies, high-tone loss, and low-tone loss. The necessity of a thorough record of threshold values at each frequency is stressed, so that the amplifying system will compensate for all irregularities of threshold of each individual.—*G. W. Knox* (U. S. Naval Reserve).

1631. **Köhler, W., & Wallach, H. Figural aftereffects; an investigation of visual processes.** *Proc. Amer. phil. Soc.*, 1944, **88**, 269–357.—Prolonged inspection of an outline figure, e.g., an oblong or a circle, gives rise to certain aftereffects whose characteristics are revealed as apparent distortions in test figures subsequently inspected. The affected region of the visual field is said to be satiated by the process of inspecting the original figure. The character and degree of such satiation are measured by the extent and direction of displacements in the test figure. These phenomena are shown to be independent of eye movements and of afterimages. They are interpreted rather as manifestations of changes induced in electromotive fields within the brain tissues. The electrotonus resulting from direct electrical stimulation of nerve tissue is known to have somewhat the same time characteristics as the visual aftereffects here described. A possible neurological basis for figural aftereffects is given in terms of direct current networks and boundary potentials. —*L. A. Riggs* (Brown).

1632. **Lowy, K. Some experimental evidence for peripheral auditory masking.** *J. acoust. Soc. Amer.*, 1945, **16**, 197–202.—Electrical responses were recorded from the auditory nerve and from the round window of an animal's ear in response to the sound of a watch tick. Tests indicated the effects to be nervous. As the responses were masked by certain tones, it is concluded that masking is a peripheral process.—*E. G. Wever* (Princeton).

1633. **Morton, R. A. Chemical aspects of the visual process.** *Nature, Lond.*, 1944, **153**, 69–71.—"An attempt has been made (1) to account for the evidence that poor scotopic vision may follow from avitaminosis-A or -B_2; (2) to suggest a mechanism for the intervention of vitamin A (or A_2 in freshwater fishes); (3) to explain why vitamin A is not obtainable from visual purple solutions; and (4) to devise a mechanism which allows vitamin A to participate, albeit indirectly, in both photopic and scotopic vision. . . ."—*A. C. Hoffman* (Tufts).

1634. **Pickford, R. W. Women with colour-blind relatives.** *Nature, Lond.*, 1944, **153**, 409.—"Women who are blood-relatives of colour-blind subjects . . . have a decided and measurable red-green weakness much more frequently than women in general."—*A. C. Hoffman* (Tufts).

1635. **Pickford, R. W. The Ishihara test for colour blindness.** *Nature, Lond.*, 1944, **153**, 656–657.—Results with the Rayleigh equation are compared with Ishihara Test results in support of the conclusion that: "Moderately colour blind were not consistently distinguished from extreme, nor anomalous from colour blind." The Ishihara Test is, therefore, regarded as an unsatisfactory scientific instrument.—*A. C. Hoffman* (Tufts).

1636. **Reboul, J. A. Remarques sur les théories de l'audition.** (Comments on auditory theories.) *Rev. Laryng., Bordeaux*, 1939, 144–158.—On the basis of several studies (Békésy, Reboul) involving both experiment with a large model of the inner ear

and mathematical analysis, it appears that with tones below 800–1000 c.p.s. the basilar membrane vibrates as a whole, while for higher frequencies a particular stimulation evokes localized disturbances at a few points along the membrane. It is concluded that for low frequencies the telephone theory may be said to operate, while above the critical range the resonance theory is valid.—(Courtesy *Année psychol.*).

1637. **Shilling, C. W., Everley, I. A., & Harris, J. D. Hearing tests; an evaluation.** *Nav. med. Bull., Wash.*, 1945, **44**, 110–116.—A comparison is made of various methods of testing auditory acuity. Data are drawn from 1000 testings. The validity of the spoken voice, the whispered voice, the coin click, and the watch tick test is studied by comparing results with data obtained by the 6-octave audiogram. The spoken voice test was found to be worthless. The whispered voice, the coin click, and the watch tick tests were found effective for measuring acuity for high tones but not for low tones. Further investigations are in progress to determine some clinical procedure effective in measuring low-tone acuity, with a view of developing a small test battery sufficiently valid to replace the 6-octave audiogram for practical testing of large numbers of individuals in a short length of time.—*G. W. Knox* (U. S. Naval Reserve).

1638. **Smith, S. Utrocular, or 'which eye,' discrimination.** *J. exp. Psychol.*, 1945, **35**,1–14.—"A light stimulus is not a sufficient sensory cue for discriminating which eye is stimulated by the light. This discrimination depends upon the difference in muscular responses of the eye stimulated and the eye not stimulated. This difference in eye muscle responses furnishes the specific kinesthetic cue for the final discrimination response. Conclusive evidence for the truth of these statements seems to be given by the results here reported. Under conditions that permit maximum difference between right and left eye reaction pattern, utrocular discrimination is maximum. . . . Under conditions which mask or reduce the kinesthetic pattern difference, discrimination is reduced. . . . Under conditions which minimize or eliminate the kinesthetic pattern difference, discrimination approximates zero. . . . The internal sphincters play no necessary part in furnishing the specific stimulus cues. . . . Differential stimulus patterns produced by the movements of the external eye muscles are the sufficient and probably the necessary specific conditioners for the utrocular discrimination response."—*N. H. Pronko* (Indiana).

1639. **Taylor, I. R., & Crescitelli, F. The electrical changes in response to illumination of the dark- and light-adapted eye of *Dissosteira carolina*.** *Physiol. Zoöl.*, 1944, **17**, 193–199.—The electrograms of the dark- and the light-adapted eyes of 20 grasshoppers in response to an illumination (290 ft-c.) varying in exposure time (0.01–5.4 sec.) are described. Special mention is made of the tendency especially marked in the dark-adapted eye for a positive deflection to occur soon after the initial negative b-wave, and of the relative increase in the negative c-wave in the light-adapted eye. An interpretation of ocular electrograms based on the algebraic summation of two sources of potential change is discussed.—*A. C. Hoffman* (Tufts).

1640. **Warden, C. J., Brown, H. C., & Ross, S. A study of individual differences in motion acuity at scotopic levels of illumination.** *J. exp. Psychol.*, 1945, **35**, 57–70.—A group of 28 male subjects, ranging between 17 and 26 years of age and with a Snellen Index of 20/20 or better, were dark-adapted and given a motion acuity test under two levels of illumination (log − 3.4 ml. and log − 4.0 ml.), at 6 retinal positions ranging from 7° to 55°. Results showed that for each level of illumination the motion acuity function was found to be regular, rising gradually with increase in peripheral angle. Average threshold values for the two levels yielded a rank order correlation of .94 ± .18. Marked individual differences were observed, the threshold value for the lowest subject being 40 times as large as that for the highest. No significant relationship was found between the Snellen Index and motion acuity threshold values. A proposal is made for a short and simplified test of scotopic motion acuity for selecting night fliers.—*N. H. Pronko* (Indiana).

1641. **Watson, N. A. Air- and bone-conduction audio testing assembly.** *J. acoust. Soc. Amer.*, 1945, **16**, 194–196.—Large boxes placed over the two ears permit auditory tests by both air and bone conduction in noisy rooms, without serious effect upon the thresholds.—*E. G. Wever* (Princeton).

1642. **Werner, H. Motion and motion perception: a study on vicarious functioning.** *J. Psychol.*, 1945, **19**, 317–327.—Experimental literature is reviewed on stroboscopic motion, illusory motion, empathic motion, and the relation between motion vision and physical movement. Werner's interpretation is based on two assumptions: "(*a*) A common dynamic property binds both sensory and motor processes. This common factor is, most probably, [muscle] tonicity. Normal and pathological evidence favors the theory that perceptual space—of which visual motion is a special form—is organized, not as a purely sensory area, but as a sensory-tonic field. . . . (*b*) Available tonic energy may either be released through body movement, or may increase tonicity in a sensory area, bringing about spatial displacement and illusory motion." He concludes: "Neurological disintegration causes the unrestrained responsiveness to outside stimulation; it prohibits a sufficient output of vicarious, introversive activity and necessarily disrupts thus the dynamic processes of vision. The rise of threshold of stroboscopic motion, the lack of illusory motion under conditions normally favoring this kind of perception, and the scarcity of empathic movements in the Rorschach records of brain-injured children, all are symptoms of a disturbed balance between those vicarious processes." 26-item bibliography.—*R. B. Ammons* (Iowa).

1643. **Willmer, E. N. Colour of small objects.** *Nature, Lond.*, 1944, **153**, 774–775.—Circles, 2 cm. in diameter, with variously colored quadrants were viewed from a distance of about 3 m. "It will be found that each particular green has its corresponding blue or mauve with which it is confused, and each yellow, orange or brown has its own particular reddish-purple. . . . It may be inferred from these observations that under these conditions the center of the fovea is not so good at distinguishing colours

as the immediately surrounding area of the retina. . . . The center of the fovea may consist not only of cones but also of rods, the latter depending upon visual purple but not accumulating it. This area would therefore be dichromatic. . . . The rest of the retina would then depend on cones, on rods like those in the fovea, and on 'normal' dark-adapting rods. . . ."—*A. C. Hoffman* (Tufts).

[See also abstracts 1618, 1647, 1663, 1673, 1677, 1678, 1679, 1782, 1833.]

LEARNING, CONDITIONING, INTELLIGENCE

(incl. Attention, Thought)

1644. **Ashby, W. R. The physical origin of adaptation by trial and error.** *J. gen. Psychol.*, 1945, **32**, 13–25.—This paper demonstrates that if any environment starts to break down any "machine," then that machine must exhibit the essential features of trial and error in adapting or reaching a new equilibrium. Since all breaks are changes in organization, all dynamic systems continue to alter their organizations until they arrive at a special configuration. The occurrence of a break is identical with a step-function changing value. The application of this theorem to living organisms is objectively complete on both the physiological and the psychological sides.—*G. W. Hartmann* (Teachers College, Columbia).

1645. **Chein, I. On the nature of intelligence.** *J. gen. Psychol.*, 1945, **32**, 111–126.—Rejecting attempts to specify intelligence in terms of "thinking abstractly," "learning," or "acting adaptively," the author proposes to consider it as "the apprehension of the relevant structure of the total behavioral field." Examination of all referents indicates this feature to be the chief differentiating criterion of intelligent behavior (as distinguished from "intelligence"). In terms of field theory, a major revolution in pedagogical methods might carry with it significant changes in the "capacity" of the individuals affected thereby.—*G. W. Hartmann* (Teachers College, Columbia).

1646. **Goodwin, J., Long, L., & Welch, L. Generalization in memory.** *J. exp. Psychol.*, 1945, **35**, 71–75.—An experiment, relating to the studies on mediated generalization by Foley and Cofer, was designed to determine whether word associations having a species-genus relationship would be more effectively recalled than words not related in this manner. Fifty-four subjects, elementary school children ranging in age from 8 to 10 years, were divided into an experimental and a control group, equated in regard to recall of a test list of words. The former group was then shown the specific object list (a reinforcement list of words) and the control group a control list (unrelated words) for 4 presentations each. Both groups were then presented with a single exposure of a first hierarchy list (10 generic terms for words on which the experimental group was trained and 5 unrelated words), the mean number of test words recalled being 5.41 for the experimental group and 3.22 for the control group (a statistically reliable difference). However, control words on the first hierarchy list showed no reliable difference in recall of the two groups. Practice was ruled out as a possible explanation, while verbal reports showed only a vague appreciation of the species-genus relationship.—*N. H. Pronko* (Indiana).

1647. **Jones, F. N. An alternative explanation of the effect of temperature upon retention in the goldfish.** *J. exp. Psychol.*, 1945, **35**, 76–79.—This is a criticism of a study by J. W. French on the effect of temperature on the retention of a maze habit in fish (see 16: 3956), with an alternative explanation for his results. The discussion "emphasizes the importance of the level of metabolic activity of the fish at the time of relearning, rather than postulating a process of decay during the interval. Obviously, more research would be necessary to determine the exact nature of these processes. In any event, the discussion points out that the state of metabolism in the fish is *not* conditioned merely by the temperature of the moment, and therefore performance in a maze may *not* be explained as caused solely by the effects of the temperature at any moment upon the bodily chemistry of the fish. French's postulation of a forgetting process which is independent of inhibition and whose rate is a function of temperature results from an oversimplification of the factors actually involved, and is not warranted by the data so far available."—*N. H. Pronko* (Indiana).

1648. **Jones, H. E. Trial and error learning with differential cues.** *J. exp. Psychol.*, 1945, **35**, 31–45.—A group of 114 junior high school children (57 boys and 57 girls, subdivided into two experimental groups) participated in a trial-and-error learning experiment utilizing a punchboard that provided graphic recording of responses and time, with differential signals for right responses and for different classes of errors. Results showed no relationships between the degree of 'like' or 'dislike' of a stimulus and average learning time, average errors, or the shape of the learning curve. Rate of elimination of errors was likewise unrelated to type of stimuli used in signalling errors but was influenced by its position in the pattern and followed a similar course for both good and poor learners.—*N. H. Pronko* (Indiana).

1649. **Klugman, S. F. Group judgments for familiar and unfamiliar materials.** *J. gen. Psychol.*, 1945, **32**, 103–110.—A group of 60 children in grade 5 estimated the exact number of items in 4-ounce jars of split peas, marrowfat peas, lima beans, jacks, and marbles, respectively. There was a tendency for the group judgment to be better than that of individuals, possibly attributable to familiarity with the materials judged. Underestimation of contents predominated. Ability to guess well the contents of one jar did not predict ability to do the same with other jars.—*G. W. Hartmann* (Teachers College, Columbia).

1650. **Lawshe, C. H., Jr. A classroom exercise for demonstrating certain characteristics of learning.** *J. educ. Psychol.*, 1945, **36**, 31–38.—"A simple classroom learning exercise involving the location of jumbled numbers on a page is described. Sixteen trials of 40 seconds duration provide data for discussing the following six key points: the fact of individual differences, the pattern of the learning curve, the effect of practice on individual differences, insight

and learning, interference or negative transfer, and the role of intelligence in learning."—*E. B. Mallory* (Wellesley).

1651. **Mangiacapra, A. Attenzione e abilità motrice.** (Attention and motor ability.) *Osped. psichiat.*, 1942, **10**, 374–378.

1652. **Reynolds, B. The acquisition of a trace conditioned response as a function of the magnitude of the stimulus trace.** *J. exp. Psychol.*, 1945, **35**, 15–30.—The study set out to determine the rate of rise and limit of the acquisition curve for a trace conditioned response as a function of (1) the time interval separating the conditioned and unconditioned stimuli and (2) the rate of application of the conditioned stimulus. The unconditioned stimulus was an airpuff to the subject's eye; the conditioned stimulus, a click presented by means of a pair of earphones. A group of 77 subjects was divided into (1) a distributed group that was given 90 trials spread over 4 sessions with intervals between trials of 1 to 2 min. and (2) a massed group trained under the same conditions with the exception of between-trial intervals of 10 to 20 sec. and a massing of the 90 trials in 2 sessions. Each group was subdivided into 4 groups, on the basis of intervals of 250, 450, 1150 and 2100 msc. between conditioned and unconditioned stimuli. "The results showed that the limits and rates of rise of the acquisition curves decreased for intervals shorter than or longer than 450 msc., the function approaching in form the exponential type. . . . It was found that when acquisition trials were massed the limits and rates of rise of the acquisition curves for any given interval between conditioned and unconditioned stimulus were, with one exception, less than when acquisition trials were distributed."—*N. H. Pronko* (Indiana).

1653. **Simpson, R. H. The specific meanings of certain terms indicating differing degrees of frequency.** *Quart. J. Speech*, 1944, **30**, 328–330.—Three hundred thirty-five high school and college students were asked to indicate in terms of percentages the meaning of 20 words such as frequently, generally, often, seldom, etc. The tabulated results indicate that certain expressions denoting frequency are highly variable in meaning. Because of this lack of precision, the use of exact percentages in multiple-response questionnaire items is recommended.—*W. H. Wilke* (U. S. Naval Reserve).

1654. **Wapner, S. The differential effects of cortical injury and retesting on equivalence reactions in the rat.** *Psychol. Monogr.*, 1944, **57**, No. 2. Pp. 59.—This experiment was designed to determine the effect of (1) retesting, (2) cortical injury, and (3) varying training procedure and the order of presentation of critical stimulus pairs upon the acquisition and retention of equivalence reactions. Rats were used in a Lashley jumping technique situation. It was found that operation and retesting had different effects: operation tended to increase the number of equivalent pairs chosen and to increase the number of relational responses; retesting had no effect on the number of equivalent pairs chosen but indicated a decrease in the number of relational responses. Operation and retesting had different effects upon the preference of the animals with respect to the stimulus factors of figure and ground and the total brightness: for the retested animals, the factor of total brightness decreased in effectiveness and became less important than size, while the operated animals showed a tendency in the opposite direction. No evidence was found of a relationship between the location, size, and shape of cortical injury and the number of equivalent pairs chosen or the number of relational responses.—*F. A. Mote* (Connecticut).

1655. **Weinstein, B. The evolution of intelligent behavior in rhesus monkeys.** *Genet. Psychol. Monogr.*, 1945, **31**, 3–48.—The purpose of the present investigation was to determine whether monkeys could be trained to utilize symbolic cues in sorting responses to colored objects. Two rhesus monkeys were used as subjects. In the basic matching-from-sample problem, the stimuli employed were a sample object and a group of choice objects one of which was a replica of the sample. A serial procedure was employed in which related problems were presented in a sequence from the simple to the complex. The subjects learned to select in response to the cue-stimulus any red object from a group of red and blue choice-objects seen for the first time. The author describes in detail the methodology developed for modifying adaptive behavior in monkeys.—*L. Long* (College of the City of New York).

1656. **Yakovleva, V. V. Sluchai stoiko izmenenia kharak'tera uslovnovo-reflectornoi deyat'elnosti sobaki.** (A case of stable modification of the character of conditioned reflex activity in dogs.) *Trud. fisiol. Lab. Pavlov.*, 1944, **11**, 44–56.—During previous experiments, difficulties were encountered in obtaining complete reversal of a differential stimulus into a positive stimulus. The physiological mechanism of this phenomenon was explained in terms of the inactivity of the initial inhibitory phase of the stimulation process as a result of reversal. The present investigation has been planned to establish the relation of the above-mentioned phenomenon to the stability of the inhibitory connection formed by the stimulus being reversed, or in other words, to the number of combinations with the inhibitory stimulus effected previous to the reversal. The conclusions are: (1) The relation looked for exists. (2) However, a preliminary intensive training of the inhibitory process by some other form of experiment contributes to the formation of stable inhibitory connections even if the number of applications of the inhibitory stimulus was not large. (3) After a long training of the inhibitory process, a two-times repeated reversal of a pair of antithetic conditioned stimuli can lead to inertness, though the remaining stimuli of the system applied, which has not been reversed, may continue in action. (4) During this period, no attempt to form a delayed conditioned reflex as an experimental means for determining the mobility of nervous processes is successful. English summary.—*P. Worchel* (U. S. Naval Reserve).

[See also abstracts 1618, 1666, 1708, 1759, 1780, 1783, 1797, 1800, 1805, 1832, 1835.]

MOTOR AND GLANDULAR RESPONSES

(incl. Emotion, Sleep)

1657. **Bacsich, P., & Wyburn, G. M. Behavioural changes in spayed female guinea pigs after stil-**

boestrol administration. *Nature, Lond.*, 1944, **153**, 346.—"The extension of the male effector responses into the domain of overt sexual behaviour of females seems to indicate that there is some common denominator in the psychic urge motivating the male and the female response. . . ."—*A. C. Hoffman* (Tufts).

1658. **Boling, J. L. Electrometric techniques correlated with other studies of ovulation.** In *Engle, E. T., Proceedings of the conference on problems of human fertility.* Menasha, Wis.: George Banta Publishing Co., 1943. Pp. 67–91.—The Burr electrometric technique was used to investigate changes during ovulation in electrical characteristics in rat and man. "There is a demonstrable electrical cycle of the rat which can be correlated with the estrous cycle; during the time of heat, there is a characteristic change in the potential difference observed between the vagina and skin; in 50 instances the absence of the characteristic fluctuations was correlated with absence of ovulation." When, during heat in rat, electrodes were placed in one uterine horn, in the vagina, and on the skin, simultaneous records show (1) that more fluctuations occur in the uterine lead than in the vaginal and (2) that uterine activity preceded vaginal by intervals of from 5 to 35 seconds. Clinical records were taken on one woman, aged 34, during two 31-day menstrual cycles. Electrometric readings, taken to be characteristic of ovulation, were found to be associated with criteria derived from basal body temperature, vaginal smears, urine specimens, and cyclic tumescence and detumescence of the labia minora. There is discussion by 11 participants.—*V. Nowlis* (Indiana).

1659. **Boome, E. J. Muscular and mental relaxation in peace and war.** *Nature, Lond.*, 1944, **153**, 547–549.—The author reviews clinical and everyday situations in which he believes relaxation, while not a panacea for all ills, can alleviate physical, nervous, and emotional disorders.—*A. C. Hoffman* (Tufts).

1660. **Bragg, A. N. Notes on the psychology of frogs and toads.** *J. gen. Psychol.*, 1945, **32**, 27–37.—"Seven years of observations of Oklahoma frogs and toads has convinced the author that these animals have a psychology centered around the three major biological necessities, (*a*) food and feeding, (*b*) protection, (*c*) reproduction. Differential behavior patterns based upon interspecific and, in some cases, intersexual differences are apparent and each of these is clearly adaptive in nature." The interaction of ecological, physiological, and psychological factors is necessary to a full understanding of the behavior of these animals.—*G. W. Hartmann* (Teachers College, Columbia).

1661. **Ellis, C. H., & Wiersma, C. A. G. Influence of electronarcosis on secretory activity of the pituitary gland.** *Proc. Soc. exp. Biol., N. Y.*, 1945, **58**, 160–162.—A series of electronarcoses in dogs and guinea pigs resulted in immediate hypertrophy of the thyroid, adrenals, and gonads. Evidence is presented to demonstrate that, whereas direct nervous stimulation of the foregoing glands is not excluded in connection with electronarcosis, the chief mechanism by which hypertrophy is obtained is by way of increased secretion of pituitary hormones, the latter acting upon the glands in question. With the termination of the series of electronarcoses, the increase in endocrinotropic activity declines and the normal condition is soon reestablished.—*C. P. Stone* (N. Y. State Inst. & Hosp.).

1662. **Freeman, G. L. Suggestions for a standardized "stress" test.** *J. gen. Psychol.*, 1945, **32**, 3–11.—Where several disparate acts must be executed in the face of confusing circumstances, some form of complication apparatus is best suited to measure breakdown under stress situations. Each test must be a real ego threat to prestige. These conditions are met by requiring serial discrimination while a distraction record is played through earphones. Freezing at the controls or random nondiscriminating behavior are the chief patterns evoked by excess tension. Performance recovery quotients, scored by taking the ratio of total performance loss (precontrol to stress) to total performance recovery (stress to postcontrol) correlated .41 with physiological recovery quotients (measured in term of GSR changes).—*G. W. Hartmann* (Teachers College, Columbia).

1663. **Griffin, D. R. How bats guide their flight by supersonic echoes.** *Amer. J. Phys.*, 1944, **12**, 342–345.—Abstract.—*L. H. Beck* (Brown).

1664. **Hadley, H. G. The effects of tea and coffee.** *Med. Rec., N. Y.*, 1945, **158**, 158–159.—A brief statement is given of the history of tea and coffee as beverages, with a report of findings on unselected consecutive office patients classified as users or nonusers of tea and coffee. Findings made on 10,000 cases showed a definite tendency toward hypertension with decreased heart rates in habitual users of tea and coffee; on 2000 cases, a 2% lowering of the metabolic rate and a 6 lb. lowering of weight.—*M. H. Erickson* (Eloise Hospital).

1665. **Haggard, E. A. Experimental studies in affective processes: II. On the quantification and evaluation of 'measured' changes in skin resistance.** *J. exp. Psychol.*, 1945, **35**, 46–56.—In an attempt to determine the functional relationship between the general level of skin resistance (and the inferred level of background excitation) and the momentary decrease in the skin resistance or the GSR (and the inferred increment in background activity as a result of a particular stimulus), 48 male subjects were presented a list of 32 verbal stimuli to which they responded (*a*) with a series of chain associations for an interval of 10 to 12 seconds and (*b*) by pressing a plunger simultaneously with time of each association. Use of the ohms scale, Darrow's conductance scale, and the log conductance scale showed that "for comparable stimuli under comparable experimental conditions, the size of the GSR (or the magnitude of the shift along the measuring scale) is no longer a function of the *S*'s general level of resistance, but rather is constant over the total resistance range." (See **18**: 707.)—*N. H. Pronko* (Indiana).

1666. **Jongbloed, J. [Effect of mental activity on metabolism.]** *Ned. Tijdschr. Geneesk.*, 1942, **86**, 2012–2017. Also, *Chem. Zbl.*, 1942, **11**, 2050.—Studies on four students showed that the metabolism as measured by CO_2 production rises about 4½%

during reading a foreign language or during mental calculation.—(Courtesy *J. ment. Sci.*).

1667. **Karnosh, L. J. Amimia or emotional paralysis of the face.** *Dis. nerv. Syst.*, 1945, **6**, 106–108.—About 10% of the orthodox cases of hemiplegia show a concomitant ipsilateral amimia; this tends to be associated with sensory (thalamic) involvement. Amimias due to vascular lesions near the internal capsule are easily obliterated by violent emotional grimacing, while those due to brain stem lesions are more pronounced and may even be exaggerated during excessive grimacing. A mimetic defect on the paralyzed side is an indication of a deep-seated, not a cortical, lesion. There is a real danger of confusing the disorder with Bells' palsy.—*C. E. Henry* (U. S. Naval Reserve).

1668. **Kravchinsky, B. D. [Evolution of the reflex connections of the respiratory center in vertebrates; reflex connections of the respiratory center in reptiles (tortoise).]** *Bull. Biol. Méd. exp. URSS*, 1944, **18**, 31–34.

1669. **Marcuse, F. L., & Moore, A. U. Heart rate in tamed and untamed rats.** *Amer. J. Physiol.*, 1943, **139**, 261–264.—Upon measuring the heart rate of tamed and untamed rats, variations due to age and sex were noted and statistical comparisons were made. Heart rates of untamed rats were significantly higher than of tamed rats, and this difference was more marked in the case of males. The untamed rats were significantly heavier than the tamed ones. No significant differences in fluctuation of heart rate were found in any cross comparisons of groups. Indications are given of the importance of these findings in laboratory work with rats.—*T. G. Andrews* (Chicago).

1670. **Richter, C. P., Woodruff, B. G., & Eaton, B. C. Hand and foot patterns of low electrical skin resistance: their anatomical and neurological significance.** *J. Neurophysiol.*, 1943, **6**, 417–424.—Detailed examinations were made to determine the shape and distribution of the areas of low skin resistance on the hands and feet under varying conditions. Under normal conditions the skin of the hands and feet (like the face) show sharply defined areas of low resistance. These areas constrict with lowered temperature and sleep and enlarge in warm temperature and with exercise or excitement; the expansion and contraction of the areas follow a well-defined sequence. The patterns were found not to correspond to the distribution of any peripheral nerves or sensory dermatomes, and it was suggested that they might represent cortical or subcortical patterns of the distribution of sympathetic nerves to the extremities.—*T. G. Andrews* (Chicago).

1671. **Rossi, G., & DiGiorgio, A. M. Reazioni oculari che precedono i movimenti di raddrizamento del capo.** (Ocular reactions which precede the straightening movements of the head.) *Arch. Fiziol.*, 1939, **38**, 571–584.—The normal sequence of bodily reorientation is: eye movements, head movements, body movements. In an investigation with rabbits and guinea pigs (thalamic preparations, narcotized), the ocular reactions persisted after section of the optic nerves. These compensatory eye movements disappeared however, after removal of the labyrinths or destruction of the otoliths.—(Courtesy *Année psychol.*).

1672. **Rudra, M. N. Manganese hunger in animals.** *Nature, Lond.*, 1944, **153**, 111–112.—Instances of parorexia in manganese-deprived rabbits and rats are briefly described.—*A. C. Hoffman* (Tufts).

1673. **Schooley, J. P., & Riddle, O. Effect of light upon time of oviposition in ringdoves.** *Physiol. Zoöl.*, 1944, **17**, 187–193.—The time of day at which 1,604 eggs were laid by a colony of ringdoves was observed in relation to changes in light intensity determined by seasonal shifts and cloudy weather. "As the number of hours of daylight increased . . . there was a tendency for 'first' eggs . . . to be laid progressively later in the afternoon and, conversely, for 'second' eggs to be laid progressively earlier in the morning."—*A. C. Hoffman* (Tufts).

1674. **Schütz, F. Induction of sleep by simultaneous administration of posterior pituitary extracts and water.** *Nature, Lond.*, 1944, **153**, 432–433.—Subjects were found to sleep longer after administration of water (1½–2 pints) and antidiuretic pituitary extracts (1–2.5 units of the pressor principle and 10–15 units of oxytocic preparations). The effects of these administrations are believed to have created the internal milieu that is more or less characteristic of natural sleep.—*A. C. Hoffman* (Tufts).

1675. **Smith, K. U. The rôle of the commissural systems of the cerebral cortex in the determination of handedness, eyedness, and footedness in man.** *J. gen. Psychol.*, 1945, **32**, 39–79.—This paper reports certain major clinical and surgical findings pertinent to the theory of contralateral hemispheric control of motor functions. Preoperative and postoperative tests of laterality were made on a series of 21 epileptic cases, involving sectioning of the corpus callosum and other commissural pathways of the forebrain, an operation designed to limit the spread of convulsive seizures to one side of the brain. The percentage of sidedness for different aspects, such as eyedness, handedness, and footedness, showed slight and insignificant alterations before and after this major operation which cut connecting nerve bundles, indicating that the bilateral motor organization is unaffected thereby. Speech appears to be independent of intercortical integrations. Phenomena attributed to lateral cerebral dominance may rest on subcortical imbalance not here revealed.—*G. W. Hartmann* (Teachers College, Columbia).

1676. **Stirnimann, F. Über den Moroschen Umklammerungsreflex beim Neugeborenen.** (The Moro reflex in the newborn.) *Ann. paediat.*, 1943, **160**, 1–10.—An attempt to elicit the Moro reflex was made with 250 newborn infants. The stimulus consisted of striking the mattress on which the child was lying at a point about 10 cm. from the child's hip. In 14% of the cases no reaction occurred; in the remainder at least a part of the reflex pattern appeared. It was noted that in some cases the prevailing response was that of abduction of the limbs; in others, adduction. The results are compared with those obtained by shaking the mattress and by dropping the child a short distance on to the mat-

tress. The fallacy of identifying this reflex with fear, which in some respects it pantomimes, is pointed out.—*F. L. Goodenough* (Minnesota).

1677. **Stout, B. Dynamics of the human voice.** *Proc. Music Teach. nat. Ass.*, 1944, 299–303.—Two trained tenors were asked to sing the diatonic scale of F from 87.3 to 440 d.v. as softly and as loudly as possible. Readings were taken for "ah," "ee," and "oo." The intensity range was found to increase with rise in pitch, with that for "ah" the greatest throughout the range. The curve for "ee" approached more nearly a straight line than was true of "ah" or "oo."—*P. R. Farnsworth* (Stanford).

1678. **Thompson, L., & Gellhorn, E. The influence of muscle pain on spinal reflexes.** *Proc. Soc. exp. Biol., N. Y.*, 1945, **58**, 105–108.—Previous experiments have shown that injection of hypertonic NaCl solution into striated muscle (causing muscle pain in man and pupillary dilatation and vocalization in anesthetized animals) regularly enhances the response of the motor cortex to electrical stimulation (see **16**: 3920; **19**: 879). As a first step in determining the physiological mechanism of this effect, the authors studied the influence of muscle pain on spinal reflexes in the cat and monkey. They found, in general, that ipsilateral "painful" stimuli increase the response of a flexor reflex and diminish the extent of the knee jerk; also, that contralateral "painful" stimuli cause an increase in the knee jerk and a decrease of the flexor response. Excessively strong stimulation inhibits the knee jerk both from ipsi- and contralateral sides. From the results, the authors conclude that the enhancing effects of muscle pain associated with electrical stimulation of the motor cortex is not due to alteration of spinal centers, but that it involves supraspinal mechanisms.—*C. P. Stone* (N. Y. State Psychiat. Inst. & Hosp.).

1679. **Thompson, M. B., & Gellhorn, E. Influence of muscle pain on electrical resistance of the human skin.** *Proc. Soc. exp. Biol., N. Y.*, 1945, **58**, 146–149.—Experiments on 16 normal human adults show that, when muscle pain is induced by movements of muscles in ischemia or when cutaneous pain is induced by immersion of ischemic fingers in hot water, there is an increase in sizes of cutaneous areas of low resistance on hand, forearm, and face. These results are believed to indicate an increase in sympathetic discharges in the skin under the influence of muscle pain. Further, it is suggested that supraspinal mechanisms are involved in this phenomenon.—*C. P. Stone* (N. Y. State Psychiat. Inst. & Hosp.).

1680. **Windle, W. F. Genesis of somatic motor function in mammalian embryos: a synthesizing article.** *Physiol. Zoöl.*, 1944, **17**, 247–260.—"It is time for a revaluation of the physiologic observations which led to the belief that mammals develop within a totally integrated system, as does Amblystoma." Experimental studies of motor development in mammalian fetuses are reviewed in the light of the experimental methods employed in exposing and stimulating the fetus. The author supports the following theses: anatomical evidence for an integrating mechanism favoring a total pattern of mass movement in the early stages of mammalian development is lacking; the mass movements which have been observed are due to the duress of asphyxia; and under normal conditions, the early genesis of behavior is reflex in nature. 55 references.—*A. C. Hoffman* (Tufts).

[See also abstracts 1612, 1620, 1623, 1633, 1638, 1648, 1651, 1684, 1695, 1702, 1710, 1740, 1777, 1778, 1779, 1789, 1798, 1802.]

PSYCHOANALYSIS, DREAMS, HYPNOSIS

1681. **Garma, A. Sadism and masochism in human conduct. Part II.** (Trans. by S. B. Kutash.) *J. clin. Psychopath. Psychother.*, 1944, **6**, 355–390.—The symbolic and psychological value of death to a person who has suicidal tendencies is discussed. By killing himself, a suicide seeks to free himself from the aggression of his environment and imagines that by his death the affective reactions of those whom he knows will be intensified and emotionally heightened. He wants to avenge himself for the aggressive environment which he feels is responsible for his present condition, and he sees in the attempt at self-annihilation an act of symbolically recovering a lost libidinous object. The author believes that an individual's hereditary constitution conditions his suicidal ideals. References to literature and art are submitted by the author to support his presentation. (See **18**: 1451.)—*P. S. de Q. Cabot* (United Drug, Inc.).

1682. **Gutheil, E. A. Psychoanalysis and brief psychotherapy.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 207–230.—The author presents an argument for shorter forms of psychoanalytic treatment and a broader definition of psychoanalysis. Eighteen kinds of disorder are listed where good results with brief psychotherapy have been reported. What is wanted in treatment is a reformed abbreviated psychoanalysis. The author demonstrates how the methods of orthodox psychoanalysis can become more economical by critically examining the interpretation of dreams and associations. The average analyst is not entirely free from bias, and a case is presented to show the difficulty of being objective with the use of the method of free association. 40-item bibliography.—*P. S. de Q. Cabot* (United Drug, Inc.).

[See also abstracts 1688, 1696, 1698, 1706, 1769.]

FUNCTIONAL DISORDERS

1683. **Altshuler, I. M. Music in the treatment of neurosis; theoretical considerations and practical experience.** *Proc. Music Teach. nat. Ass.*, 1944, 154–163.—The article largely consists of descriptions of the behavior found in neuroses, with a discussion of possible neural correlates. To employ music advantageously "the musical prescription must be written by the psychiatrist who has a clear understanding and knowledge of the mental and emotional mechanisms. The musician must fill these prescriptions after the manner of a pharmacist."—*P. R. Farnsworth* (Stanford).

1684. **Bauer, J. Constitution and disease; applied constitutional pathology.** (2nd ed.) New York: Grune & Stratton, 1945. Pp. xiii + 247.

$4.00.—The author develops the thesis that the physician must treat the individual rather than the syndrome. The text's 7 chapters summarize the literature from several fields in order to show the "adaptation of genetics to clinical problems" heretofore considered endocrinological by most medical men. Genic principles (such as pleiotropism) are discussed and their roles, for example, stressed in phenylpyruvic oligophrenia, obesity, achondroplasia, ulcer, degenerative states, glandular imbalances, intersexuality, and hypertension. Knowledge of the patient's family history and constitution makes possible sound therapy some of which will be psychological in nature, contrary to the modern medical emphasis upon laboratory tests. Constitutional factors in the problem of habitus and disease predisposition are discussed in detail.—*L. A. Pennington* (U. S. Naval Reserve).

1685. **Berdie, R. F., & Wallen, R. Some psychological aspects of enuresis in adult males.** *Amer. J. Orthopsychiat.*, 1945, **15**, 153–159.—The purpose of this investigation was to determine those conditions associated with enuresis which might suggest proper methods of therapy. Subjects were Marine recruits. Results indicate that, in a majority of adult enuretics, the problem is of a purely psychologic nature. When no organic condition can be found that satisfactorily explains the enuresis, treatment must be psychotherapeutic and seek to develop a personality which is stable and adjusted rather than merely to produce an individual who is no longer enuretic.—*R. E. Perl* (New York City).

1686. **Braceland, F. J. Essentials of veteran's rehabilitation.** *Dis. nerv. Syst.*, 1945, **6**, 101–105.—The veteran who is returning to civilian life will have to face many difficult problems. Rehabilitation procedures, therefore, are of great importance. Prevention of breakdown by neuropsychiatric screening, early treatment, and group therapy are Naval practices that are effective, but civilian contacts must also be considered. There is danger that the flood of popular psychiatric literature may lead to lay individuals attempting to "play doctor." The veteran's family must be willing to listen but not probe, be willing to accept the newly acquired maturity gained through military service, and be tolerant regarding the scarred and disfigured. The debilitating effects of idleness must be avoided by education and training to regain a useful place in society.—*C. E. Henry* (U. S. Naval Reserve).

1687. **Braceland, F. J. Mental health in the Navy.** *Hosp. Cps Quart., Wash.*, 1945, **18**, 17–19.—The greatest assurance of mental health in the Navy is by means of an adequate selection program. Each recruit is given a neuropsychiatric examination when he arrives at the training station. Mental, emotional, and personality tests are given, previous social adaptations are considered, and related biological conditions are entered in the complete psychiatric report. Trial recruit periods and observation wards are found valuable in the case of questionable cases. Additional examinations are given for those specialized activities such as submarine duty or aviation. The strain of war may make manifest mental disturbances which are not detectable during the examination period. Every Naval hospital has a neuropsychiatric ward for these cases. The Navy rehabilitation program, combined with the Civilian Readjustment Administration, aids in the mental and occupational readjustment of those who are discharged.—*G. W. Knox* (U. S. Naval Reserve).

1688. **Cranford, V., & Seliger, R. V. Understanding the alcohol patient. Part I.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 323–334.—A discussion is presented of the practical use of projective techniques and particularly the Rorschach in the understanding of treatment of alcoholics. A Rorschach analysis helps uncover basic mechanisms and specific disturbances, is easy to give and take, and is "probably the best objective diagnostic scientific method of indirect personality analysis and study and for use in borderline or difficult cases and as a new helpful approach in understanding the alcoholic patient."—*P. S. de Q. Cabot* (United Drug, Inc.).

1689. **Darling, H. F. Shock treatment in psychopathic personality.** *J. nerv. ment. Dis.*, 1945, **101**, 247–250.—Three young male psychopaths were given electroshock therapy. One case, complicated by neurosis, did not improve. The psychopathic behavior of the other two patients cleared up after the treatments, although brief, recurrent manic-depressive episodes persisted in one patient.—*L. B. Heathers* (Smith).

1690. **Devereux, G. The social structure of a schizophrenia ward and its therapeutic fitness.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 231–265.—An evaluation is offered of the therapeutic fitness of administrative policies affecting the social structure of a schizophrenia research ward in a progressive mental hospital. The analysis is presented from the point of view of the uniformities of the nonsocial, social, and autistic environments. The therapeutic value of hospitalization is due to (*a*) the relative simplicity of the hospital's social life, (*b*) the self-consistency of the mores and social controls within the hospital, (*c*) the relatively slow rate of social change, (*d*) little cultural lag, (*e*) the attempts to have the patient participate in hospital life, and (*f*) the social emphasis of self-development. 66-item bibliography.—*P. S. de Q. Cabot* (United Drug, Inc.).

1691. **Dorcus, R. M., & Shaffer, G. W. Textbook of abnormal psychology.** (3rd ed.). Baltimore: Williams & Wilkins, 1945. Pp. xvi + 547. $4.00.—The first chapter deals with the field and scope of abnormal psychology, including criteria of abnormality and the relationships between abnormal psychology and psychiatry, neurology, and social psychology. Chapters 2 and 3 deal with sensory and motor disorders. Chapters 4 and 5 discuss disorders of association and memory and of central functions, including the underlying pathology, and theories of dissociation, redintegration, inattention, conditioned reflex, and psychoanalysis. Chapter 6 deals with desires, feelings and emotions, being related mostly to feeding and sexual activities. Chapter 7 is a treatment of sleep, dreams, and hypnosis as modifications of normal behavior, with both experimental data and theory being presented. Chapter 8 emphasizes the problems in the classification of mental diseases and lists that adopted by the

American Psychiatric Association; this is followed by a presentation of the organic psychoses and the epilepsies. Chapters 9 and 10 are devoted to the functional psychoses and chapter 11 to the psychoneuroses. Numerous case histories are given. Chapter 12 discusses mental deficiency (and superiority) and the emotional deficiency of psychopathic personality. Chapter 13 reviews treatment by physical and chemical assault: narcosis, shock, surgery, and vitamin. The final chapter presents a number of psychotherapeutic techniques and aids. 800-item bibliography.—*C. E. Henry* (U. S. Naval Reserve).

1692. **Geil, G. A. The use of the Goodenough test for revealing male homosexuality.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 307–321.—From 801 drawings of a man by adult male homosexuals, two sets of 16 each were compared and analyzed with reference to case history material. "Although it was found that not all known homosexuals would project feminine characteristics in their drawings of a man, it was discovered that whenever one encounters a male subject who draws a man with feminine characteristics, it is a highly significant indication of a strong feminine component in the personality structure." Four plates reproduce the 32 drawings.—*P. S. de Q. Cabot* (United Drug, Inc.).

1693. **Goldman, G. S., & Bergman, M. S. A psychiatric and Rorschach study of adult male enuresis.** *Amer. J. Orthopsychiat.*, 1945, **15**, 160–166.—The present study is based on an investigation of 137 cases of male enuretics observed in an infantry replacement training center. Significant psychopathology was present in every case. Outstanding were the high incidence of mental deficiency and psychoneurosis and the low incidence of psychopathic personalities.—*R. E. Perl* (New York City).

1694. **Hamlin, H. Experience with brain injuries in the Pacific.** *Nav. med. Bull., Wash.*, 1944, **42**, 822–828.—Nine cases of brain injuries are discussed from the standpoint of locus and type of injury, resulting symptom complex, and treatment. The article is largely medical in nature, but psychological factors are included in the discussion of the neurological examination in each case. Resulting symptom complexes included disorganized sensory orientation, lack of sensory discrimination, amnesia, confused consciousness, involuntary head movements, tick movements, and paralysis.—*G. W. Knox* (U. S. Naval Reserve).

1695. **Hendricks, R. C. Schizophrenia in three brothers.** *Nav. med. Bull., Wash.*, 1944, **42**, 1097–1101.—A description is given of the schizophrenic condition of three brothers, all service men, admitted to St. Elizabeth's Hospital, Washington, D. C., during a period of 37 months. In addition to having the same psychoses, the following situations were characteristic of all three: lack of any well defined psychoses in the antecedents, low IQ, acute onset, rapid recovery, the role of military service as a precipitating factor, and catatonic reactions as the predominating feature.—*G. W. Knox* (U. S. Naval Reserve).

1696. **Jenkins, R. L. The relationship between scientific and pre-scientific methods in psychiatry and mental hygiene.** *Ment. Hyg., N. Y.*, 1945, **29**, 78–94.—Pre-scientific methods, especially psychoanalysis, depend upon the similarity of one human being to another and are applicable as a result of empathy, identification, or emotional consonance. This method of interpretative inference permits us to realize the emotional state of another person and to understand his thinking by considering how we would feel were we in his place. Defenders of the scientific validity of such approaches never justify the logical soundness of their procedures, but they attack the motives of skeptics who doubt the validity of such inferences. The reliability of psychoanalytic approaches is doubtful as well, because of the continued lack of agreement among exponents of the various interpretative schools in regard to fundamental questions which each views as settled. There appears to be little tendency for protestant groups to converge, as usually happens with scientific groups of divided opinion. Erection of a superstructure of psychiatric theory upon pre-scientific bases is unjustified.—*W. L. Wilkins* (U. S. Naval Reserve).

1697. **Keiser, S. Severe reactive states and schizophrenia in adolescent girls.** *Nerv. Child*, 1944, **4**, 17–25.—Schizophrenic illness at adolescence and severe reactive states that resemble schizophrenia are distinguished and described. It is felt that in the schizophrenic girl some personality growth was achieved, followed by regression. No true personality growth is felt to be achieved in the reactive states.—*G. S. Speer* (Central YMCA College).

1698. **Klapman, J. W. An observation on the interrelationship of group and individual psychotherapy.** *J. nerv. ment. Dis.*, 1945, **101**, 242–246.—In schizophrenics, analysis is difficult because the narcissism of the patient prevents an easy establishment of the transference relationship. In group therapy, the patient may identify with the therapist and the other patients and hence begin to redevelop emotional ties with others. The transference developed in this situation carries over to the individual situation, so that individual treatment may become effective.—*L. B. Heathers* (Smith).

1699. **Landis, C., & Cushman, J. F. The relation of national prohibition to the incidence of mental disease.** *Quart. J. Stud. Alcohol*, 1945, **5**, 527–534.—Admissions to New York State hospitals in which alcohol was the principal etiological factor or precipitating cause are examined from 1889 to 1943. The importance of alcohol in mental disease, whether in the alcoholic psychoses or in its influences on the other psychoses, became less and less of a problem between 1910 and 1920; after this the rates climbed back to their old level and then slacked off. "The argument that legal prohibition of the sale of alcoholic beverages will decrease the number of patients entering mental hospitals is not substantiated by the figures from New York State, which state has the largest number of hospitalized mental patients and the longest-existing system of statistical reporting."—*W. L. Wilkins* (U. S. Naval Reserve).

1700. **Loebell, H. Voice and speech disorders in the German Army.** (Trans. by W. D. Allen.) *Quart. J. Speech*, 1944, **30**, 259–261.—This translation of an article in *Der Deutsche Militärarzt* outlines methods and results in the treatment of soldiers

incapacitated by hysterical aphonia, laryngeal inflammation and hoarseness, polypi of the vocal chords, etc.—*W. H. Wilke* (U. S. Naval Reserve).

1701. **MacCalman, D. R. Functional nervous disorders after injury.** In *Radzinowicz, L., & Turner, J. W. C., Mental abnormality and crime.* London: Macmillan, Ltd., 1944. Pp. 122–140.—The view assumed in the Workmen's Compensation Act and by many lawyers and physicians that psychoneuroses can have a traumatic experience as their sole cause is criticized. Phobias, anxiety neurosis, hysterias, neurasthenias, postconcussional syndromes, psychoses, and mental deficiency seen in postaccident cases are discussed, and a plea is made for a wider knowledge of the etiology of functional disorders and for early treatment.—*M. R. Jones* (U. S. Naval Reserve).

1702. **Masserman, J. H. The biodynamics of experimental neuroses and alcoholism.** *Trans. N. Y., Acad. Sci.*, 1945, **7**, 61–71.—The writer reviews his methods of producing experimental neuroses in cats and describes 7 methods of therapy. From his work, 4 biodynamic principles of behavior seem to emerge: behavior is motivated by the organism's physiologic needs; the organism responds to its interpretation of the environment, rather than to "reality"; under conditions of frustration, behavior becomes deviant and substitutive or "symbolic"; and as the result of motivational conflict, behavior may become ambivalent, inhibited, vacillating, stereotyped, and excessively substitutive and symbolic. He discusses the relation of alcohol to these disrupted patterns of the cat subjects: "Alcohol, in moderate doses, disorganizes complex, recently learned response-patterns, whether normal or neurotic, and thereby releases earlier and more elemental forms of goal-directed behavior. These ameliorative effects of the drug are sometimes sought by animals that have experienced them. . . ." It seems, tentatively, that ingestion of alcohol may forestall the development of the disorganized behavior.—*F. W. Finger* (Virginia).

1703. **Menninger, W. C. The mentally unfit: detection, elimination and disposal.** *Dis. nerv. Syst.*, 1945, **6**, 109–114.—"The detection, elimination and disposition of potential and actual psychiatric casualties in the Army has been the stimulus for most of the psychiatric efforts carried out in the Army. To accomplish these three purposes, each of which presented separate and more or less distinct problems, the neuropsychiatric organization was so planned that an attack could be made on each with a correlation between them. The result was to direct a large number of psychiatrists almost entirely to the job of detection, another large group to undertake prevention and thus prevent elimination, and still a third large group to devote their efforts to treatment and disposition. In all three fields, many lessons have been learned—lessons which it is hoped will be carried over, not only to the post-war Army or to future emergencies, but particularly to their application in civilian life."—*C. E. Henry* (U. S. Naval Reserve).

1704. **Merrill, B. R. Psychogenic "malaria."** *Nav. med. Bull., Wash.*, 1945, **44**, 69–72.—A description is given of several cases showing a psychosomatic syndrome characterized by the illusion of having malaria. The prognosis of these patients seemed to depend more on the previous personality organization than on the severity of the combat experience. They were found difficult to work with psychotherapeutically, because the psychogenic factors had been concealed by the diagnosis of malaria at the time when psychotherapy would have been most effective.—*G. W. Knox* (U. S. Naval Reserve).

1705. **Moriarity, J. D., & Weil, A. A. Healing mechanisms in the shock-treated neurotic patient.** *J. nerv. ment. Dis.*, 1945, **101**, 205–214.—The author discusses the physiological, psychobiological, and psychological factors which might account for the improvement which follows the electroshock treatment of neurotics. He suggests that improvement may result from the stabilizing effects of the treatment on the central nervous regulatory centers, particularly the hypothalamus; from instigating an unconscious fear of death which mobilizes the drives towards self-preservation; from the increase in courage and self-confidence arising from having withstood the shock; from an increase in morale through enduring the treatment with a group of other patients; and from loosening the patient's libidinous fixations so that transference occurs more readily.—*L. B. Heathers* (Smith).

1706. **Norman, J. P. Alcoholic hallucinatory states.** *Quart. J. Stud. Alcohol*, 1945, **5**, 563–574.—Analysis of 192 chronic and 135 acute cases of alcoholic hallucinosis over a 30-year period showed that a large number ran a clinical course indistinguishable from paranoid schizophrenia. "It is our impression that a psychosis in an alcohol addict who is a young introverted person will produce a schizophrenia-like process with a poor prognosis. In an extroverted personality excessive drinking may produce a manic-like psychosis with a more favorable prognosis.—*W. L. Wilkins* (U. S. Naval Reserve).

1707. **Pollak, F. A new approach to the problem of hysteria.** *J. nerv. ment. Dis.*, 1945, **101**, 268–271.—The author shows the similarity between symptoms known to be due to organic nervous lesions and those usually considered purely psychogenic. Since the behavior often appeared as motivated in the organic as in the psychogenic cases, purposiveness in behavior may not be used to differentiate psychogenic problems from organic ones.—*L. B. Heathers* (Smith).

1708. **Rabin, A. I. Psychometric trends in senility and psychoses of the senium.** *J. gen. Psychol.*, 1945, **32**, 149–162.—The Wechsler-Bellevue intelligence scale was taken by 150 hospital patients aged 60 to 84, some of whom were psychotic. The present findings fail to agree with Wechsler's dichotomy of tests which do and do not "hold up with age" when relative positions on subtests are compared. Total quantitative scores were lowest in senile psychosis and arteriosclerosis.—*G. W. Hartmann* (Teachers College, Columbia).

1709. **Rowntree, L. G. Psychosomatic disorders as revealed by thirteen million examinations of Selective Service registrants.** *Psychosom. Med.*, 1945, **7**, 27–30.—During 1943 there was a material increase in the number of discharges from the military services, with a continued high rate of more than

40% for neuropsychiatry. Psychosomatic disorders are receiving increasing attention. A re-examination of 5,000 rejectees showed that organic heart disease is still relatively frequent. In the cardiovascular rejectees rheumatic heart disease, valvular lesions, and myocardial involvement are still responsible for approximately 50% of the rejections. Neurocirculatory asthenia was found to be closely related to and possibly dependent upon psychoneurosis.—*P. S. de Q. Cabot* (United Drug, Inc.).

1710. **Sargant, W., & Slater, E. An introduction to somatic methods of treatment in psychiatry.** Baltimore: Williams & Wilkins, 1944. Pp. xii + 171. $2.50.

1711. **Schachter, M., & Cotte, S. Un cas de puberté précoce chez un arriéré mongolöide.** (A case of precocious puberty in a feeble-minded mongolian.) *Ann. paediat.*, 1943, **160**, 104–109.—Because of the fact that puberty is typically either much delayed or does not occur in mongols, the reported case of a boy of 11 years in whom practically all the typical signs of mongolism were present is of interest. No endocrine tumors were present. The mental development of the boy was similar to that of most mongolian imbeciles; there was no indication that the precocious sexual development had had any effect whatever upon mental growth. His mental age was approximately 3 years.—*F. L. Goodenough* (Minnesota).

1712. **Sloman, S. S., Schroeder, P. L., & Urse, V. L. Management of psychotic children in Illinois.** *Amer. J. Orthopsychiat.*, 1945, **15**, 128–132.—After making a study of the 155 children under 16 years of age who had been admitted to the Cook County Psychopathic Hospital from 1938 to 1942 inclusive, the authors conclude that the need for adequate facilities for hospital care for children and young adolescents is definitely indicated. At the present time, Illinois has inadequate facilities for caring for seriously mentally ill children, although they present a group of sufficient size to merit such consideration.—*R. E. Perl* (New York City).

1713. **Steele, E. H. Psychiatric casualties.** *Nav. med. Bull., Wash.*, 1944, **42**, 1089–1091.—A study is made of 581 psychogenetic war casualties. Of these, 83% were classed as psychoneurotic, 7% psychotic, 6% psychopathic states, and 4% miscellaneous. In addition to these, many cases were observed which were not recorded as psychogenetic but which were most likely partly psychogenetic in nature. These conditions included fatigue, effort syndrome, neurocirculatory asthenia, gastritis, and peptic ulcer. It is pointed out that all the psychogenetic symptoms are useful for the self-preservation of the individual. Psychogenetic disorders and malingering are considered as based on the same self-preservation principle and differ only in the degree of voluntary or involuntary aspect of the adjustment.—*G. W. Knox* (U. S. Naval Reserve).

1714. **Stokes, A. B. War strains and mental health.** *J. nerv. ment. Dis.*, 1945, **101**, 215–219.—The effect of the war on the mental health of the English is reviewed. The number of mental casualties was less than anticipated. During the blitz period the number of hospitalized psychotics and the number of suicides dropped slightly below prewar standards. The proportion of patients seeking aid for nervous ailments increased slightly during the intensive 1940 bombings but dropped to the prewar figure when bombings became light. Children showed greater emotional upset to the evacuation program that to the bombings. The organizations planned and developed by the government to treat civilian mental disabilities and to help maintain the social, psychological, and vocational adjustment of released patients are described. The disability is treated less as a personal problem than as a social or community problem.—*L. B. Heathers* (Smith).

1715. **Teicher, J. D. "Blind staggers."** *Nav. med. Bull., Wash.*, 1944, **42**, 892–893.—Many recruits have been screened because of blind staggers. This symptom complex does not show deviations from the normal physiological and neurological condition and appears to be hysterical and psychogenetic in nature. Symptoms include "swimming of the head," headache, spots before the eyes, and an extreme incoordination during walking. The spells were found to last from 10 minutes to 1 hour, generally following periods of excitement. Patients showed a history of refuge in neurotic tendencies, somnambolism, nail biting, and nervousness. The most influential treatment consisted of a simple explanation of the influence of emotion and excitement on bodily processes, and strong reassurance. It was found necessary to survey some of the patients from the service, while others were able to resume duty after treatment.—*G. W. Knox* (U. S. Naval Reserve).

1716. **Will, O. A., Jr. Psychoses in naval inductees with less than fifteen days' active duty.** *Nav. med. Bull., Wash.*, 1944, **43**, 909–921.—One hundred naval psychotic patients at St. Elizabeth's Hospital, Washington, D. C., were studied in comparison to a control group of 100 hospital corpsmen. The experimental group had consisted of cases that had developed almost immediately upon entrance to active duty. The control group had an average length of service of one year. The two groups were compared in regard to parentage, family life, illness in family, early development, previous mental illness, education, social activity, criminal record, personality, employment record, use of alcohol and drugs, and degree of emancipation from the home. The experimental group displayed psychiatric determinants which differentiated them from the control group and which should serve as valuable data for screening purposes at the induction center.—*G. W. Knox* (U. S. Naval Reserve).

1717. **Wolf, R. E. A veteran looks at rehabilitation.** *Ment. Hyg., N. Y.*, 1945, **29**, 46–60.—Many aspects of immaturity are solidified by service life, which frequently intensifies residual adolescent inadequacy. Surrender to emotional breakdown has positive compensations in the service and is especially more prone in casual stations and other places where there is no work to do. Every discharged veteran will have problems. Therapy has to begin immediately on or even before discharge.—*W. L. Wilkins* (U. S. Naval Reserve).

[See also abstracts 1619, 1620, 1625, 1667, 1682, 1726, 1727, 1728, 1735, 1756, 1765, 1766, 1767, 1773, 1821, 1823, 1826, 1828.]

PERSONALITY AND CHARACTER

1718. **Del Torto, J., & Cornyetz, P. Psychodrama as expressive and projective technique.** *Sociometry*, 1944, **7**, 356–375.—Psychodrama is compared with other methods—including free and controlled association, Rorschach, thematic apperception and concept formation tests, and play analysis—as a technique for investigating personality. Experimentally constructed lifelike situations can elicit projective responses. The subject is confronted with a description of the situation and is required to act out his responses to it, i.e., to dramatize it spontaneously. Nine test situations are outlined. 26-item bibliography.—*S. B. Williams* (U. S. Naval Reserve).

1719. **Gann, E. Reading difficulty and personality organization.** New York: King's Crown Press, 1945. Pp. xii + 149. $2.00.—Superior, average, and retarded readers, in grades 3–6 were matched as to CA, IQ, MA, school experience, and sex. The 34 individuals in each of the 3 groups were given further tests for the appraisal of intelligence and reading ability, and their personality processes were studied through use of the Rorschach test, Pintner's Aspects of Personality test, Sanford's Reading Interests Scale, and several rating instruments constructed by the author. Less adequate adjustment was found among retarded readers than in the groups of average and superior readers in terms of Rorschach scores. Many significant differences between the groups were found also by the other measures. "The Retarded Reader is seen as a functioning personality, organized in ways which would seem detrimental to efficiency in learning, especially with reference to reading." The most pertinent clues are in relation to the personality adjustments which differentiate the groups.—*E. B. Mallory* (Wellesley).

1720. **Harrower-Erickson, M. R., & Steiner, M. E. Large scale Rorschach techniques; a manual for the Group Rorschach and Multiple Choice Test.** Springfield, Ill.: C. C. Thomas, 1945. Pp. xi + 419. $8.50.—This book is designed to serve a double purpose: as a manual for the Group Rorschach and the Multiple Choice Tests and as an exposition of the research from which these tests were derived. Part I briefly reviews the development of the Group Rorschach and gives directions for administration and scoring. Part II analyzes over 8,000 responses in terms of location, determinants, and content. In this section are included photographs of the cards with the most frequent locations delimited, and graphs and tables for each major scoring category subdivided according to card number and to type of population. Part III gives similar material for the Multiple Choice and Expanded Multiple Choice Tests. It also includes a discussion by F. O. Due, M. E. Wright, and B. A. Wright on the use of the Multiple Choice Test for military psychiatric differentiation. They conclude that it permits "relatively successful classifications as to diagnostic category, prediction of personality structure and degree of maladjustment." Part IV is a complete list of content of responses from 948 subjects, arranged according to location.—*E. M. L. Burchard* (U. S. Naval Reserve).

1721. **Kempf, E. J. The law of attitude.** *J. gen. Psychol.*, 1945, **32**, 81–102.—The author formulates the law of attitude as follows: "Attitude of Organism × Stimulation by its Situation = Behavior." Adjustments between two or more people require the defeat of inherent universal narcism by the positive culture of the democratic attitude.—*G. W. Hartmann* (Teachers College, Columbia).

1722. **Martin, A. H. A worry inventory.** *J. appl. Psychol.*, 1945, **29**, 68–74.—A list of 63 items, based on many personality questionnaires, was presented to 48 females and 52 males of the University of Sydney, Australia. Two scores were obtained, one from those items underlined by the subjects as having ever worried them and one from those items encircled as being a present cause of worry. This inventory proved less difficult to answer and simpler in administration than the usual questionnaire. "Its use tended, possibly under a cloak of anonymity, towards a higher yield of nervous difficulties and a wider field of symptoms, than is usually uncovered by the usual questionnaire method. However, some fair portion of the excellent results is probably due to the direct approach used in the present Inventory."—*H. Hill* (Indiana).

1723. **Misiak, H., & Pickford, R. W. Physique and perseveration.** *Nature, Lond.*, 1944, **153**, 622.—Four tests of perseveration (S, Triangles, Mirror Image, and Alphabet-Number) were given to 92 boys classified according to Kretschmer's types of physique. Results of a chi-square test of the pooled scores indicated "that asthenic boys tend to be low and pyknic boys high perseverators, while athletics and boys of indefinite physique are as often high as low."—*A. C. Hoffman* (Tufts).

1724. **Moreno, J. L., & Moreno, F. B. Spontaneity theory in its relation to problems of interpretation and measurement.** *Sociometry*, 1944, **7**, 339–355.—After an introductory résumé of the authors' theory of the role of spontaneity in behavior, four forms of spontaneity are differentiated and discussed, with suggested ways of testing them in the psychodramatic situation. The test is to "put a subject into a life situation and see how he acts." The subject's responses to dramatically induced emergencies are scored by a jury of participant-observers.—*S. B. Williams* (U. S. Naval Reserve).

1725. **Munroe, R. The Rorschach test: a report of its use at Sarah Lawrence College.** *J. higher Educ.*, 1945, **16**, 17–23.—Since 1940, extensive experimentation with the Rorschach test has been done at Sarah Lawrence College. A group method of administration has been developed which is called the Inspection Rorschach to distinguish it from the standard Rorschach method. The Inspection Rorschach disregards the qualitative and intellectual features of the test performance and considers only the integration of the personality. The result is expressed by an adjustment rating which can be obtained in from 5 to 15 minutes for each student. The adjustment rating agrees well with teachers' observations of adjustment. Of students rated seriously maladjusted, 84% were either referred to the college psychiatrist or were subjects of prolonged faculty discussion, whereas only 15% of students rated as well-adjusted caused such concern. Adjust-

ment ratings were compared with scores on the American Council on Education Psychological Examination as means of predicting success in the first year of college. Scores on the psychological examination were more successful than adjustment ratings in predicting superior academic achievement, but the adjustment rating was much more successful in predicting failure. Out of a total of 348 students, 36 were dismissed or put on probation. Only 2 of these stood above the median in adjustment, whereas half of them were above the median on the psychological examination.—*M. Murphy* (Pennsylvania).

1726. **Price, G. M. A study of the wives of twenty alcoholics.** *Quart. J. Stud. Alcohol*, 1945, **5**, 620–627.—Of these wives, 14 did not drink at all, while 6 drank only socially; 8 were threatening to leave their husbands and one had done so; 10 worked, 4 for financial reasons and 5 of the other 6 were markedly hostile, aggressive women. All 20 were protective in attributing their husbands' drinking to something outside of the husband, 12 laying it to unhappy early history. Only 3 were ready to see that they themselves bore any responsibility in the situation. In general, the wives were basically dependent people. Two detailed cases studies are appended.—*W. L. Wilkins* (U. S. Naval Reserve).

1727. **Rich, G. J. Problems of the rejected man.** *Dis. nerv. Syst.*, 1945, **6**, 115–118.—This is a brief report on 44 patients who had been referred by the social worker upon rejection for military service. Two thirds of them were under age 22. One quarter wished additional help in getting into military or naval service, at least in part because of the teasing received as "4-F-ers." About two thirds were either satisfied or actually glad to be rejected, but some of them needed reassurance that there was no defect which would seriously interfere with their civilian activities, plus an explanation of neuropsychiatric diagnostic terminology. An outstanding fact is that these psychiatric problems had usually existed for years and were not a direct result of being rejected. Such personalities are not robust enough to meet the rejection situation and therefore need help from the understanding physician.—*C. E. Henry* (U. S. Naval Reserve).

1728. **Sargent, H. An experimental application of projective principles to a paper and pencil personality test.** *Psychol. Monogr.*, 1944, **57**, No. 5. Pp. 57.—A projective paper and pencil test was developed for group and individual use. It presents 15 ambiguous conflict situations, taken from common experience and described in one to three sentences, and requires the subject to describe the feelings and actions of the person involved in the conflict. Four forms of the test, two for each sex, were used. It was taken once by 26 college students and 20 hospitalized mental patients and twice by 19 students. Answers were scored for 9 feeling categories (frustration, submission, etc.), 3 cognitive categories (elaboration, evaluation, qualification), 3 maladjustment indicators, 8 combined scores, and the ratio of total feeling score to total cognitive score. Reliability of scoring, measured by agreement among judges, was checked. Subjects who repeated the test showed definite inconsistencies in score. Significant differences were found between the student and the patient answers. Patients included a proportionally smaller number of feeling expressions, a difference not related to diagnostic classification, intelligence, or education and tentatively attributed to affective repression in the test situation. Patients used more first person pronouns, more feelings irrelevant to the implicit situation, and more subjective statements. The two groups also differed significantly in frequency of choice of 10 different types of conflict solution. There is strong evidence that the subjects projected their own attitudes and experience in the test. The inadequacy of small samples of thought content for personality analysis is emphasized.—*V. Nowlis* (Indiana).

1729. **Tyler, L. E. Relationships between Strong Vocational Interest scores and other attitude and personality factors.** *J. appl. Psychol.*, 1945, **29**, 58–67.—Fifty-five men and 122 women were used in studying the relationship between scores on the Strong Blank, the Minnesota Personality Scale, and the Thurstone and Chave scales (No. 22, Form A). Highest and lowest scores on the interest scale were singled out for analysis. With the results for men and women kept separate, correlations were calculated between the interest scores and the personality and attitude variables. Interests concerned with organized social affairs and friendships were found to be significantly related to Groups I, II, and IX on the Strong test. Medium correlations are reported between religious attitudes and vocational interests for men but not for women, and scores denoting neuroticism showed little relationship with any interest scores.—*H. Hill* (Indiana).

1730. **Wells, H. G. The illusion of personality.** *Nature, Lond.*, 1944, **153**, 395–397.—The author regards the idea of self or personality as a delusion indulged by individuals because of a general urge toward self-assertion. In reality, the behavior patterns of the individual are dominated by the herd or society. The result in contemporary man is a collective maladjustment to changing conditions which may be mitigated in part by giving fuller scope to individual differences or variations as they may yet appear.—*A. C. Hoffman* (Tufts).

[See also abstracts 1626, 1662, 1693, 1733, 1753, 1759, 1760, 1820, 1821, 1834, 1835.]

GENERAL SOCIAL PROCESSES

(incl. Aesthetics)

1731. **Anderson, H. H. Studies in dominative and socially integrative behavior.** *Amer. J. Orthopsychiat.*, 1945, **15**, 133–139.—The theories and viewpoints of the writers in this field are reviewed. Constant emphasis on individuation has contributed gravely to confusion in human motives, to frustration in pedagogical objectives, and to unnecessary conflict in all forms of human relations. Domination is behavior that attacks the spontaneity of another. Socially integrative behavior tends to produce cooperation in others. Growth represents the emergence of originals; it is biologically meaningful, emerging from within, and it emerges only in a propitious environment. Observational studies of children in classrooms have been attempted in order

to reduce to quantitative form some of the above theoretical postulates. 19-item bibliography.—*R. E. Perl* (New York City).

1732. [Anon.] **Structure of German military morale.** *Fighting Forces*, 1944, April.—[Abstracted review; original not seen.] The psychological basis of leadership in the German Army is based upon the principle of unquestioned acceptance of Nazi philosophy. The German militarist realizes that without such acceptance no amount of training and drill can be effective. The two bodies directing the propaganda activities in the German Army are: (1) The Führer's Commissioner for Training in Outlook on Life in the Armed Forces, and (2) The High Command Propaganda Branch. Both work closely together. The political and social issues thought to be useful for propaganda are mapped out by the Commissioner and are adapted for military use appropriate to a given military situation. The soldier is told of his 'fight for freedom' and the historic mission of the German state, with emphasis on the value of readiness to sacrifice for that mission. Pamphlets, theaters, radio, and reporters carry the burden of maintaining the central themes of Nazi ideology. German propaganda can justifiably be labeled the Teutonic nation's first line of defense and its last line of resistance.—*R. L. Solomon* (Laredo Army Air Field).

1733. **Carroll, R. E. Relation of social environment to the moral ideology and the personal aspirations of Negro boys and girls.** *Sch. Rev.*, 1945, **53**, 30–38.—Responses were obtained from 298 Negro adolescents of lower- and middle-class status concerning their moral conceptions and their notions of the person they would like most to resemble. When grouped according to McDougall's four levels of moral development, the reasons given for the wrongfulness of cheating, lying, and stealing in the case of the middle-class group are predominantly at the level of "social approval," while in the lower-class they are mainly at the second level of moral development, namely, "rewards or punishment." The notion of the "ideal self" held by lower-class adolescents falls most frequently (71% of the cases) in the "glamorous adult" category; and while this is also true of the middle-class group (38%), many of the latter select "successful adults" or "family members." Middle-class adolescents stress moral, altruistic, and intellectual qualities in their ideal, while those of the lower-class emphasize physical beauty, personality, and fame. This study supports the view "that environment conditions the moral and social values of middle- and lower-class adolescents."—*R. C. Strassburger* (St. Joseph's College for Women).

1734. **Criswell, J. H. Sociometric measurement and chance.** *Sociometry*, 1944, **7**, 415–421.—The chi-square method is held to be as useful in many sociometric problems as the Carver Type III Function method, advocated by Bronfenbrenner (see **18**: 2851, 2852), for determining whether an obtained distribution of choices departs significantly from the expected one. Its application to in-group and out-group choices is discussed, and formulas for solution are presented.—*S. B. Williams* (U. S. Naval Reserve).

1735. **Eliasberg, W. Psychiatry and propaganda.** *J. nerv. ment. Dis.*, 1945, **101**, 225–241.—Both psychiatry and propaganda deal with social contacts. In order to use propaganda one must understand the sociological setting in which it occurs as well as its psychological bases, since propaganda involves intergroup relationships as well as interpersonal relationships. Psychiatry can increase our knowledge in both of these fields. The crucial problem in propaganda for democracy lies in finding the proportion of tangible and abstract contacts proper for the time. For example, in Germany tangible gains from a democratic way of life must be emphasized for a long period before abstract gains are featured. An analysis of the learning that develops in group therapy may help us evaluate the type of propaganda, or teaching, most suitable for producing and maintaining a democracy. 81-item bibliography.—*L. B. Heathers* (Smith).

1736. **Florence, P. S. A social medicine based on social statistics.** *Nature, Lond.*, 1944, **153**, 363–365.—The author outlines a general scheme for "the study of the variations in human health and efficiency associated with variations in social living and working conditions."—*A. C. Hoffman* (Tufts).

1737. **Ginsburg, E. L. Veteran into civilian: the process of readjustment.** *Ment. Hyg., N. Y.*, 1945, **29**, 7–19.—The functioning of the Veterans' Service Center in New York City, an agency to coordinate community resources and give information and guidance to returned servicemen, is described. Rehabilitation is a joint undertaking of the returned veteran and those responsible for helping him. Most necessary to be understood and evaluated is a post-discharge syndrome which includes restlessness, sleep disturbances, irritability, and hypersensitivity to noise or crowds.—*W. L. Wilkins* (U. S. Naval Reserve).

1738. **Glasgow, G. M. The effects of nasality on oral communication.** *Quart. J. Speech*, 1944, **30**, 337–340.—Four recorded specimens of descriptive prose and four of lyric prose were presented in both nonnasal and nasal-quality (rhinolalia aperta) styles to 226 subjects. The nasal style was found to reduce comprehension of the material by 13–17%. Critical ratios were large.—*W. H. Wilke* (U. S. Naval Reserve).

1739. **Greenberg, B., & Noble, G. K. Social behavior of the American chameleon (*Anolis carolinensis* Voigt).** *Physiol. Zoöl.*, 1944, **17**, 392–439.—The following social behavior patterns of American chameleons are described: the characteristic appearance and active display of the fight pattern; the bobbing and approach movements of the male and the standing, neck reflex, and head nodding movements of the female courtship and mating patterns; instances of sexual aberrations; the egg-laying pattern; the wavering, head nod, fight bob, and courtship bob regarded as socially communicative gestures, particularly the head nod which is interpreted as being a sign of the performer's subordinate role in a dominance-subordination relationship; the defense of territory and establishment of social hierarchies by male lizards and the aggressiveness and establishment of territorial residence by females. "In the American chameleon the social

group is integrated exclusively with relation to mating. When not breeding, individuals are generally isolated. . . . During the breeding season the males defend restricted territories within which groups of females may become resident. . . . The process of formation of mating groups involves apparently simple sex recognition and sexual-selection mechanisms . . . [and] it is suggested that the older, larger, and more experienced males tend to be dominant."—*A. C. Hoffman* (Tufts).

1740. **Guhl, A. M., & Allee, W. C. Some measurable effects of social organization in flocks of hens.** *Physiol. Zoöl.*, 1944, **17**, 320–347.—The performance of hens in socially stable flocks organized according to the peck-right system (controls) was compared for a year to the performance of hens when in isolation (isolates) or in flocks undergoing continual social reorganization due to the periodic alternation of the members (alternates). The measurable differences in performance considered were: social activity as shown by the frequency of pecking, amount of food obtained, maintenance of body weight, rate of egg production, size of comb, and social rank. In general, the hens of the stable control flock pecked each other less, obtained more food, maintained body weight better, laid more eggs, and grew larger combs than the alternates of the unstable flock. The performance of the experimental hens when isolated resembled that of the control flock rather than their own individual performance as alternates. Social rank was found to be correlated positively with seniority in the flock, especially when the alternate was brought from isolation rather than from another flock. "These differences suggest that organized flocks of hens possess qualities that might have survival values in nature . . . because it tends to reduce fighting and other extremes of social tension."—*A. C. Hoffman* (Tufts).

1741. **Hart, H. Logistic social trends.** *Amer. J. Sociol.*, 1945, **50**, 337–352.—In over 100 social time-series, logistic trend lines have been fitted or suggested. In 30 of these, it has been proved that the observed trends are not due to mere random variation. Various other mathematical formulas have been applied to S-shaped trends; but, where rigorous tests of relative closeness of fit have been applied, the logistic trend, or a series of logistic cycles, has usually proved superior. The Gompertz has been preferred by Kuznets for trends in production of certain metals and by Davis for trends in patents and inventions. Since mere random variation has been ruled out for 30 logistic curves fitted to social trends, the empirical "explanation" is merely a confession of ignorance as to what the natural laws involved actually mean. A selected bibliography of 74 titles is appended.—*D. L. Glick* (American University).

1742. **Honigmann, J. J., & Honigmann, I. Drinking in an Indian-white community.** *Quart. J. Stud. Alcohol*, 1945, **5**, 575–619.—Athapaskan Indians as well as the local whites indulge in moderate intoxication. In the case of the Indians, this may serve to allay anxieties arising from the subsistence hazards of acculturation and illness. White trappers in the same community are stimulated to drink through fear and pressure of isolation. Data on both Indians and whites support Horton's theses on the function of alcohol in primitive societies (see **18**: 806).—*W. L. Wilkins* (U. S. Naval Reserve).

1743. **Ichheiser, G. Fear of violence and fear of fraud; with some remarks on the social psychology of antisemitism.** *Sociometry*, 1944, **7**, 376–383.—In social relations, a person comes to fear and to feel threatened by two basic types of danger: (1) physical force (violence) and (2) fraud, deception, or manipulation. In a given person, the first or second may predominate, depending on a number of individual factors (physical size, etc.) and social factors (condition of war or peace, etc.). The progress of civilization has brought about a shift in the basis of power in social relations from direct, personal, biological strength to indirect, psychological, or economic strength. Consequently the average man has come to fear all indirect threats. The professional anti-Semites try to name the Jew as the symbol of these and as the "swindler" behind the scenes.—*S. B. Williams* (U. S. Naval Reserve).

1744. **Infield, H. F. Research note on the negative value of sociometric tests in cooperative group formation.** *Sociometry*, 1944, **7**, 433.—"An experiment in cooperative group formation with German refugees in New York City has been conducted, but it did not get beyond the exploratory stage. . . . The most valuable insight gained was that into the significance of objective methods of rejection of prospective co-settlers."—*S. B. Williams* (U. S. Naval Reserve).

1745. **Levy, D. M. The war and family life. Report for the War Emergency Committee, 1944.** *Amer. J. Orthopsychiat.*, 1945, **15**, 140–152.—This study is based an a collection of samples gathered from various parts of the country, showing how the war in its various aspects has played a definite role in family life and behavior. Although the large collection of cases from various agencies on the impact of war chiefly include forms of maladjustment, there are numerous instances in which beneficial influences are revealed.—*R. E. Perl* (New York City).

1746. **Lydgate, W. A. What our people think.** New York: Crowell, 1944. Pp. viii + 167. $2.50.—Public opinion over the past eight years is analyzed in terms of its major trends in the areas of labor unions, isolationism and internationalism, allies and enemies, problems of war, health, Franklin D. Roosevelt, and national legislative problems. Methods of polling, the articulateness and stability of opinion, lack of factual knowledge in certain areas, and bandwagon psychology are discussed briefly. The data are chiefly from the American Institute of Public Opinion. The author is "prepared to defend the thesis that the American people are not only generally right in their thinking about public issues, but that they show more common sense than their leaders in Washington. That thesis is based on a close examination of the results of public opinion surveys."—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1747. **Meadows, P. The dialectic of the situation; some notes on situational psychology.** *Phil. phenomenol. Res.*, 1945, **5**, 354–365.—Situational psychology uses as units of analysis "situations which

are momentary contexts in a spatio-temporal sequence . . . known among social theorists as social interaction." The relation of the motivation-structure of the individual to attitudes and cultural values is discussed. Experience is a critical process, that is, situations derive their character from interpretation. The interpretation is determined by motives. Spanish summary.—*F. Heider* (Smith).

1748. **Moreno, J. L., & Jennings, H. H. Sociometric methods of grouping and regrouping with reference to authoritative and democratic methods of grouping.** *Sociometry*, 1944, **7**, 397–414.—This article contains a republication of an earlier report (see *Sociometr. Rev.*, 1936, February) and a newly added discussion of the material relating to current political problems. In particular instances of social pathology—as in persons or in communities recently liberated from the enemy—it may be necessary to retrain for leadership persons who are group isolates or rejects. Prison experiments have shown that it is possible to alter group structure by training outcasts to be leaders. Apparently the Nazis did this in setting up quislings, and it is proposed that the democracies may be able to reverse the quisling technique.—*S. B. Williams* (U. S. Naval Reserve).

1749. **Pepinsky, A. Physical dynamics in music.** *Proc. Music Teach. nat. Ass.*, 1944, 288–298.—A technical description of phenomena, both physical and psychological, which occur in the area of physical dynamics is presented.—*P. R. Farnsworth* (Stanford).

1750. **Scott, J. P. Social behavior, organization and leadership in a small flock of domestic sheep.** *Comp. Psychol. Monogr.*, 1945, **18**, No. 4. Pp. 29.—A group of sheep reared from 2 grade ewes and their lambs were observed for 4 seasons, the largest number present at any time being 18. The animals were reared with as little human interference as possible. Moving picture records of social behavior provided some of the data and the illustrations for this monograph. The following general types of social behavior were observed: investigation, eating, shelter-seeking, fighting, allelomimetic response (mutual imitation), epimeletic response (care or attention), et-epimeletic response (calling or signalling for attention), and sexual behavior (both courtship and copulation). Charts are presented to show seasonal variations in the 8 types of behavior. Investigation and allelomimetic behavior are present in rams, ewes, and lambs at practically all times. Et-epimeletic behavior is exhibited only by lambs and is most prevalent in the period from lambing to weaning. Other responses show seasonal fluctuations. The monograph also discusses prostasia (social control), abnormal behavior, and human applications. The observations on these sheep closely parallel those of other investigators on similar animals. It is claimed that these observations support the view that social organization is a result of social behavior and that learning plays an important role.—*N. L. Munn* (Vanderbilt).

1751. **Shulman, H. M., & Saenger, G. Factors in social cleavage among college students.** *Sociometry*, 1944, **7**, 433.—A study of social cleavage among college students is being conducted under the auspices of the Social Research Laboratory of the Department of Sociology of the College of the City of New York. The authors report that the material has now been collected and is in process of analysis.—*S. B. Williams* (U. S. Naval Reserve).

1752. **Strauss, A. The concept of attitude in social psychology.** *J. Psychol.*, 1945, **19**, 329–339.—"Despite its key position in social psychology the concept of attitude is marked by considerable confusion. There is a diversity of meanings attached to the term by different theorists. Probably these meanings differ because the concept is made to play different roles in the different psychological schemes. Attitude theory is not generally grounded upon empirical research—as is shown by the paucity of knowledge about attitudes, and by the unverified views of attitudes incorporated into many definitions. Attitude research is divorced from attitude theory as is evidenced by lack of reliance upon attitude theory by investigators and lack of effective guidance of research by the body of theory. Investigators are employing a concept of attitude identical with that of common sense. Consequently . . . research employing it is handicapped. A method is suggested for refining the crude research concept and getting a working relation between attitude theory and research" through studying the everyday referents of the term.—*R. B. Ammons* (Iowa).

1753. **Thompson, L., & Joseph, A. The Hopi way.** Chicago: Univ. Chicago Press, 1944. Pp. 151. $3.00.—This is a study from the Indian Education Research Project, sponsored by the Committee on Human Development of the University of Chicago and the U. S. Office on Indian Affairs, to evaluate the Indian administration program, particularly the effect of the Indian New Deal policies on individuals. The investigation made use of techniques from social anthropology, psychology, psychiatry, medicine, and ecology. Hopi personality development is analyzed in its geographic and cultural environment and against the background of historical perspective. Data are largely from field investigations of 190 children aged 6 to 18. Interviews, observations, and medical examinations were supplemented by the following tests: Grace Arthur Point Performance Scale, Goodenough Draw-a-Man Test, Stewart's Emotional Response Test, Bavelas' Test of Moral Ideology, a test of moral concepts based on similar ones by Piaget and others, free drawings, Murray's Thematic Apperception Test, and Rorschach's Psychodiagnostic Test. The Hopi tribal name means "peaceful, that which leads to happiness and life." There is the discussion of the price paid by the individual in personality development for the maintenance of peace and security in difficult circumstances. While the practical purpose of the study is to further research on the problem of Hopi adjustment to modern civilization, there are implications in the Hopi way of life for the modern world seeking peace.—*E. Lilge* (California).

1754. **Thorndike, E. L. Sectional variations in welfare especially of the white population.** *Sociometry*, 1944, **7**, 384–396.—The southern and southwestern states rank low in general welfare, in per capita income, and in personal qualities, as measured by a set of indices derived from statistics of employ-

ment, business, education, professional services and the like. "The personal qualities score of the white population of a state is closely affiliated with the fewness of nonwhites." The common factor in both is related to the general welfare score. Evidence suggests that this common factor is the character of the early immigration.—*S. B. Williams* (U. S. Naval Reserve).

1755. **Useem, J., & Useem, R. H. Minority-group pattern in prairie society.** *Amer. J. Sociol.*, 1945, **50**, 377–385.—A study of first- and second-generation Norwegians in a prairie town and a farming community shows that four classes may be conceived of as taking their places along a continuum of acculturation. Most striking is that fact that, while the country people "live" Norwegian, i.e., speak the language and tell folk tales, twice as many townsmen join Norwegian societies and symbolically express their cultural identification. Yet, never having been made to feel inferior or unsuccessful, the Norwegians are superficially integrated in American society, without sacrificing much of their Old World heritage. It is unrealistic to use "assimilation cycle" as a frame of reference in studying such a group.—*D. L. Glick* (American University).

1756. **Van de Wall, W. Functional use of music in industry and therapy.** *Proc. Music Teach. nat. Ass.*, 1944, 147–153.—A nontechnical treatment of the subject areas is presented, with a list of sources from which pertinent literature can be obtained.—*P. R. Farnsworth* (Stanford).

1757. **West, R. Conscience and society; a study of the psychological prerequisites of law and order.** New York: Emerson, 1945. Pp. 261. $3.00.—The author opens with a consideration of the nature of law and of human nature. After an analysis of some philosophical and psychoanalytic views of human nature, he formulates his own conception. He sees in man two primary instincts—the social and the self-assertive. This view marks a departure from psychoanalytic viewpoints which maintain that one or the other of these is fundamental and the other derivative. Next is elaborated a psychological theory of law. Law functions to preserve the balance between the social and the assertive or aggressive instincts in man by frustrating antisocial expressions of the latter. The analogy is then developed that just as state law is needed to curb aggressiveness in individuals, international law is necessary to tame the aggressiveness of states. "Sovereign" states must go in order to achieve world peace; to have this peace states, like individuals, must defer to superior external law backed by force. Loyalty as well as law and power is needed for world community, but "loyalty waits upon the power." Present national loyalties are not to be quenched but are to be transferred to the world community after its basis has been laid in law. In conclusion, it is contended that understanding, not conscience, is at fault in producing war. Our consciences are waiting to make us moral members of a world community as soon as our aggressive impulses are prevented from perverting our judgments. Such prevention is achieved when individuals and nations cease to judge their own causes and submit to law.—*L. P. Crespi* (Princeton).

1758. **Woltman, A. G. Life on a target.** *Amer. J. Orthopsychiat.*, 1945, **15**, 172–177.—The period of robot bomb blitz in England is described, with a discussion of the differences in attitude between the English who had been bombed and a group of 60 American soldiers who had not previously been subjected to enemy action. The reaction to the robots is treated, and the adjustment process through which fear and anxiety are overcome is traced.—*R. E. Perl* (New York City).

1759. **Yates, D. H. The mentally superior girl and marriage.** *Nerv. Child*, 1944, **4**, 70–77.—Since happiness and mental development are inseparable in the intellectually superior, the mentally superior girl must find ways and means of continuing her mental development after her marriage.—*G. S. Speer* (Central YMCA College).

1760. **Zipf, G. K. The repetition of words, time-perspective, and semantic balance.** *J. gen. Psychol.*, 1945, **32**, 127–148.—The rate of repetition of a person's words is assumed to reveal something about the balance of his personality, an hypothesis supported by analyzing the page intervals between words repeated five times in Joyce's *Ulysses*. These were found to be evenly distributed in time. Theoretical discussion leads to such laws as "the length of a word tends to be inversely related to its frequency of usage" and "jobs seek tools and tools seek jobs in the reciprocal matching of all tools and all objectives for the sake of a most economical survival." Linguistic and semantic changes are devices for maintaining and restoring semantic balance.—*G. W. Hartmann* (Teachers College, Columbia).

[See also abstracts 1683, 1690, 1714, 1721, 1724, 1729, 1761, 1772, 1819, 1824, 1831.]

CRIME AND DELINQUENCY

1761. **Bell, M. [Ed.] Cooperation in crime control.** *Yearb. nat. Probation Ass.*, 1945, **38**. Pp. 320.—Current opinion (1944) on the treatment and prevention of delinquency and crime is presented. "The Yearbook . . . shows not only juvenile courts and adult probation and parole departments in action, but also the contributing programs of related agencies concerned with the prevention of crime and the adjustment of the offender to normal living." The headings of sections are (1) the juvenile court and its community relationships, (2) understanding the delinquent, (3) protective and preventive services, (4) community responsibility for the wartime delinquent, (5) special problems of the adult offender, and (6) legal digest. Articles by R. L. Jenkins (factors influencing wartime increase in juvenile delinquency), S. D. Bacon (alcoholism and social isolation), and R. S. Banay (therapeutic experience with adult offenders) will be of special interest to psychologists.—*S. B. Sarasan* (Southbury Training School, Conn.).

1762. **Brandon, R. H. [Dir.] Twelfth annual conference on delinquency prevention.** *Annu. Conf. Deling. Prevent., Ill.*, 1943, 12. Pp. xiii + 302.—"The Conference centered around the theme: Youth—Its Challenge to Democracy in War Times." Problems faced by youth in war times are discussed by B. W.

Burgess, A. J. Carlson, M. Sherman, and L. Larsh. Other phases of the problem, such as the care of children of mothers working in industry, youth agencies, the schools, employment, volunteer leaders, law enforcement, the church, and health, are discussed by community leaders.—*S. Whiteside* (Cincinnati Public Schools).

1763. **Doshay, L. J. The challenge and solution of juvenile delinquency.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 335–354.—A comprehensive survey of the problems of juvenile delinquency, based on the author's experience as a psychiatrist in the Children's Court in New York City, is given. Approximately 10% of the boys appearing at court "are of the vicious, hardened and aggressive habitual delinquent type who espouse anti-social behavior as a career and the gang as a medium of protection, comfort and training for effective operation." The behavior of this group, which is a real challenge to society, has become accentuated by the war. Suggestions are given for the solution of the problems of delinquency, with special emphasis upon community co-ordination and the necessity for appointing a community co-ordinator.—*P. S. de Q. Cabot* (United Drug, Ind.).

1764. **East, W. N. Physical factors and criminal behaviour.** In *Radzinowicz, L., & Turner, J. W. C., Mental abnormality and crime.* London: Macmillan, Ltd., 1944. Pp. 141–162.—The viewpoints of the classical, neoclassical, positive, and modern schools of criminology are surveyed, with a review of research and theories on the relation of physical factors to criminal conduct from Gall and Lombroso to Hooton and Kretschmer. The author opposes sterilization, since there is no certain evidence that criminal tendencies are inherited.—*M. R. Jones* (U. S. Naval Reserve).

1765. **East, W. N. Sexual offenders.** In *Radzinowicz, L., & Turner, J. W. C., Mental abnormality and crime.* London: Macmillan, Ltd., 1944. Pp. 177–207.—A discussion is presented of sexual irregularities as seen from the standpoint of the law, the church, and medicine, with a plea for an integration of these views. Tables show the frequency and type of sexual crimes in England. In a discussion of psychological factors in sexual irregularities, the author defines sexual perversion as sexual activity in which complete satisfaction is sought and obtained without the necessity of heterosexual intercourse and which is not a substitute for preferred heterosexual activity. Both inherited and environmental factors seem important in developing perverts. Brief discussions are given on the incidence of sexual crimes committed by the mentally ill and deficient and on the types of crimes committed (heterosexual, homosexual, exhibitionistic, sadistic, masochistic, fetishistic and transvestic). Seduction in childhood is considered the most important environmental factor in producing homosexuality. Treatment is discussed in relation to punishment.—*M. R. Jones* (U. S. Naval Reserve).

1766. **Henderson, D. K. Psychopathic constitution and criminal behavior.** In *Radzinowicz, L., & Turner, J. W. C., Mental abnormality and crime.* London: Macmillan, Ltd., 1944. Pp. 105–121.—Neither legal nor medical professions have dealt adequately with the problem of persons with psychopathic constitutions. Suggested improvements are extension of the Approved School and Borstal systems, indeterminate sentences, appointment of a psychiatrist to Approved Schools and Borstals, expansion of the probation system, and provision for adequate aftercare. The nature of the constitutional psychopathic person is outlined and related to symptoms expressed.—*M. R. Jones* (U. S. Naval Reserve).

1767. **Karpman, B. Seven psychopaths; a correlative, non-statistical study of predatory crime.** *J. clin. Psychopath. Psychother.*, 1944, **6**, 271–305.—The author makes a correlative analysis of the details of the background, etiology of delinquency, sex life, abnormalities of behavior, diagnosis, and treatment of 7 psychopathic criminals. Espousing the individual, nonstatistical approach, he concludes, within the limits of this study of predatory crime, that (1) crime is not a single homogeneous entity, (2) criminality is not inborn, (3) no high correlation exists between criminal behavior and physique, (4) criminality is not positively related to economic status, (5) criminality is not inevitable, (6) broken homes are often found in the background of criminals, (7) the etiology of delinquency is emotional in nature, (8) criminals do have a superego and as neurotics are victims of conditioned hate and deprived love, (9) a "criminal personality" does not exist, (10) criminals have no universally recognized sex pattern, and (11) criminality is largely the outcome of society's failure to recognize its obligations in a humane understanding, recognition, and treatment of delinquents.—*P. S. de Q. Cabot* (United Drug, Inc.).

1768. **Kaufman, S. H. Aggression in the girl delinquent.** *Amer. J. Orthopsychiat.*, 1945, **15**, 167–171.—Two cases of aggressive girls, ages 6 and 16, from a juvenile court clinic are presented. A combination treatment was used, in which the psychotherapeutic situation helped the child grow through change in the relationship with the therapist, while change in the home situation and setup acted as support and strength for future growth.—*R. E. Perl* (New York City).

1769. **Reik, T. The unknown murderer.** (Trans. by K. Jones.) New York: Prentice-Hall, 1945. Pp. 260. $3.00.—This is a psychoanalytic study of some aspects of murder and the judicial process. The author shows that what passes for logical evidence in the investigation of murder crimes is oftentimes psychological evidence. The source of this fallacy lies in primitive notions concerning crime and punishment. Drawing upon extensive anthropological data, the author shows that certain magical rituals and ideas still persist in modern legal practice. Primitive man identifies bad intentions with actual deeds, and the same error is made today in the admission of evidence which shows that the accused had ample motive for committing the crime. Examples of false convictions obtained on the basis of such evidence are cited. Other purely psychological factors which tend to make for judicial error are: (1) the weight of public opinion concerning a case, (2) the tendency to judge the accused on the basis of his appearance and behavior, and (3) the

unconscious desire on the part of the judge and jury to leave no crime unsolved.—*A. Chapanis* (U. S. Army Air Forces).

1770. **Scott, G. M. Alcoholism and criminal behaviour.** In *Radzinowicz, L., & Turner, J. W. C., Mental abnormality and crime.* London: Macmillan, Ltd, 1944. Pp. 163–176.—The author reviews the physiological effects of alcohol on the human organism and makes a plea for a better description of the stages of drunkenness. The relation of alcohol to delirium tremens, Korsakow's psychosis, dementia, and amnesia is briefly discussed. The author believes that it would be better to disregard the plea of drunkenness in relation to crime or to consider it an aggravation of responsibility. Elimination of drunkenness would reduce criminal cases more than any other single measure.—*M. R. Jones* (U. S. Naval Reserve).

[See also abstracts 1681, 1701, 1820.]

INDUSTRIAL AND PERSONNEL PROBLEMS

1771. **Bobbitt, J. M., & Newman, S. H. Psychological study of factors involved in the selection of cadets.** *U. S. Coast Guard Acad. Alumn. Ass. Bull.*, 1945, **6**, 296–305.—The following are the section headings: orientation and purposes of the psychological program; methods of procedure and types of data gathered; purposes of the present paper; comparison of test scores of cadets and college students; test scores made by academically superior, barely successful, and failing groups of cadets; implications of the results; and summary.—*N. R. Bartlett* (U. S. Naval Reserve).

1772. **Dichter, E. Psychodramatic research project on commodities as intersocial media.** *Sociometry*, 1944, **7**, 432.—"It is planned to study people's attitudes toward commodities like cigarettes, cars, food, etc., with the means of the psychodramatic stage." It is hoped such studies will supplement present methods in market research.—*S. B. Williams* (U. S. Naval Reserve).

1773. **Harms, M. The placement of mentally retarded women in household positions.** *Illinois psychiat. J.*, 1944, **4**, 6–11.

1774. **Himler, L. E. Psychotherapeutic aspects of foreman contacts.** *Ment. Hyg., N. Y.*, 1945, **29**, 106–110.—Wartime experiences with substandard workers and anticipation of new problems in connection with the rehabilitation of returning servicemen have focused attention on the foreman's key position in industrial relations. The good foreman must be in effect a psychotherapist even if amateur, and increased training and use of foremen as therapists on personal problems in industry will be necessary because of the paucity of professional industrial hygienists.—*W. L. Wilkins* (U. S. Naval Reserve).

1775. **Lennon, R. T., & Baxter, B. Predictable aspects of clerical work.** *J. appl. Psychol.*, 1945, **29**, 1–13.—This article describes an attempt to determine several specific aspects of clerical work which are related to scores on various types of commonly used tests. These latter were concerned with learning ability and clerical aptitude. A clerical employees check list of 90 items was completed by supervisors, and analysis was undertaken to ascertain relationships between test scores at the time of employment and the answers to the items of the check list. Although several aspects of clerical work, such as speed, amount and understanding of the work, were found to be predictable on the basis of these tests, accuracy of performance and the so-called personality factors lay beyond their scope.—*H. Hill* (Indiana).

1776. **McDaniel, J. W., & Reynolds, W. A. A study of the use of mechanical aptitude tests in the selection of trainees for mechanical occupations.** *Educ. psychol. Measmt*, 1944, **4**, 191–197.—Three standardized tests of mechanical aptitude (Bennett Test of Mechanical Comprehension, the MacQuarrie Mechanical Ability Test, and the O'Rourke Test of Mechanical Ability, Junior Grade, Form C) were administered to 147 high-school students and National Defense trainees in 5 mechanical training courses. A combination of 7 subtests selected from these tests had a multiple-correlation coefficient of .47 with the criterion of instructor's ratings.—*S. Wapner* (Rochester).

1777. **Mundel, M. E. Motion and time study workbook.** (2nd ed.) Ann Arbor, Mich.: Edwards Bros., 1944. $0.60.—This is a workbook to accompany courses in motion and time study. Seven pages cover an outline of the course, reading assignments, and references for 23 classroom sessions. The remainder of the booklet consists of forms for sketches, graphs, operation analyses, film analyses, time studies, etc. An instructor's lecture outline, films, and slides are available separately.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1778. **Schenet, N. G. An analysis of absenteeism in one war plant.** *J. appl. Psychol.*, 1945, **29**, 27–39.—Absenteeism of 280 men and 470 women employees in a war plant was studied in regard to age, length of service, and sex. Due to the sex variable, the women of every age group, service group, and department had two to four times greater absenteeism than the men. Age groups showed few differences.—*H. Hill* (Indiana).

1779. **Steel, M., Balinsky, B., & Lang, H. A study on the use of a work sample.** *J. appl. Psychol.* 1945, **29**, 14–21.—The authors undertook to discover the dexterities involved in the O'Rourke "Ringing an Electric Bell" work sample. Pearson product moment correlations were computed between the scores on the dexterity tests (O'Connor Finger and Tweezer Dexterity and the Minnesota Rate of Manipulation, Placing and Turning tests) and the time score on the work sample for 44 male and 37 female vocational guidance clients. The correlations are reported as being low, but significant sex differences were found on the work sample.—*H. Hill* (Indiana).

1780. **Vander Meer, A. W. The economy of time in industrial training: an experimental study of the use of sound films in the training of engine lathe operators.** *J. educ. Psychol.*, 1945, **36**, 65–90.—Of 6 groups taking a 6 weeks' training course for engine lathe operators, 3 groups were given relevant U. S. Office of Education training films as an integrated part of their instruction. Final work records and test results showed significant superiority, on the average, for the film-trained groups as compared

with the controls, both in their speed on successful trials and in the factual information which they acquired. The writer concludes that there is positive evidence in favor of the use of sound films in a program of training for this type of work.—*E. B. Mallory* (Wellesley).

1781. **Walters, J. E. Personnel relations; their application in a democracy.** New York: Ronald Press, 1945. Pp. xx + 547. $4.50.—The principles and practices of personnel relations within a democracy are viewed in relation to the various parties concerned. The term "personnel relations" is used to include both personnel administration (employment, training, safety, and service activities) and industrial relations (collective bargaining and the relationships between unions, management, and the government). Historical trends and underlying philosophies are described, and modern techniques are examined. The material in the volume is based upon the author's experiences as an industrial executive and consultant and upon his inspections, conversations and correspondence with many management executives and union officials. The 5 sections of the book are: workers as determinants of personnel relations; management of personnel relations; personnel relations techniques; governmental co-operation with and regulation of personnel relations; and union-management-government co-operation. The appendices contain statistical methods, a sample periodic personnel audit report, and references.—*H. F. Rothe* (Stevenson, Jordan & Harrison, Inc.).

1782. **Whan, F. L. Training in listening and in voice and diction for the airplane pilot.** *Quart. J. Speech*, 1944, **30**, 261–265.—Intelligibility over aircraft radio equipment imposes special problems in training aircrew and control tower personnel. Experience with the C.P.T. program has led to a training routine including extensive practice in using standard phraseologies, practice in remembering typical tower-to-plane messages, and training in techniques of using microphones and of speaking found to produce maximum intelligibility through high noise levels. Some of the recommended techniques are: speaking very close to the microphone, avoiding wide changes in loudness level, using a higher than normal pitch level, and eliminating positive nasality.—*W. H. Wilke* (U. S. Naval Reserve).

1783. **Wilson, G. M., & Burgess, F. Construction Puzzle B as an ability test.** *J. educ. Psychol.*, 1945, **36**, 53–60.—The Healy and Fernald Construction Puzzle B, a form-board test, has been used as part of a battery of general intelligence and manipulative tests in selecting applicants for work in a war industry. Norms for first and second trials on this test are presented. Correlations between scores on Construction Puzzle B and the other tests in the battery were found to be positive but very low, ranging from .021 to .270 when based on 412 of the cases studied. The authors point out that there are difficulties in the interpretation of the results of this test, but they offer a plan for such interpretation with reference to differences between an individual's scores on the two trials and in view of the scores he obtained in other tests.—*E. B. Mallory* (Wellesley).

1784. **Zubin, J., & Peatman, J. G. Testing the pulling power of advertisements by the split-run copy method.** *J. appl. Psychol.*, 1945, **29**, 40–57.—Evaluation of the results yielded by the "split-run copy" method of determining the relative advantages of two different forms of the same advertising copy has usually been accomplished by rule of thumb procedures. These authors present several nomographs, developed from the chi-square formula for equal contrasted groups, for eliminating all computations and determining the significance of results directly from the raw data.—*H. Hill* (Indiana).

[See also abstracts 1687, 1703, 1709, 1716, 1732, 1756, 1815.]

EDUCATIONAL PSYCHOLOGY

(incl. Vocational Guidance)

1785. **Abernathy, T. J. A high-school principal's view of army training methods.** *Sch. Rev.*, 1945, **53**, 142–147.—This analysis of the nature and conditions of the army training program presents a basis for appraising the usefulness of army instructional methods in secondary-school teaching. The training program is marked by a precise statement of objectives, and the content of instruction necessary to attain these ends is clearly identified and reduced to bare essentials. Methods of instruction are in line with approved teaching theory and practice, with emphasis upon learning by doing. The degree of motivation in army learning situations is high, and reward or punishment is prompt and inevitable. "Army instructors are not miracle men; they are sound practitioners in a favorable learning situation."—*R. C. Strassburger* (St. Joseph's College for Women).

1786. **Anderson, E. E. A new form of examination in the subject matter of psychology.** *J. educ. Psychol.*, 1945, **36**, 46–52.—To provide increased student interest and motivation in a comprehensive examination on the subject matter of psychology, the author recommends a form based on that of the Stanford-Binet test. The various sections include verbal absurdities, a ball-and-field test (which bears on problems in topological psychology), finding reasons, essential similarities, essential differences, reasoning, etc. Samples of the application of this form to course content are presented.—*E. B. Mallory* (Wellesley).

1787. **Andrews, E. G. Guidance survey of student problems.** *Educ. psychol. Measmt*, 1944, **4**, 209–215.—A survey was made of the frequency with which students applied for guidance from official sources on campus. In order of decreasing frequency, the offices or individuals sought most frequently were (1) office of the director of personnel, (2) teachers other than faculty advisers, (3) academic deans (4) faculty advisers (5) social directors, and (6) the infirmary.—*S. Wapner* (Rochester).

1788. **Betts, E. A., & Betts, T. M. An index to professional literature on reading and related topics.** New York: American Book Co., 1945. Pp. vii + 135. $1.50.—The inclusion of 8,278 references listed in this index reflects the increase of publications, related to reading, since the authors' 1934 bibliography of 1,198 items on this subject. In the preference it is noted that emphasis is turning toward

problems of first-teaching, rather than remedial reading; total language development and its relation to meaning have been a basic consideration; there is increase in the amount of attention paid to phonics, differential instruction, visual dysfunction, problems of reading for the mentally retarded, the sociology of reading, and parent education. More reports appear regarding use of newspapers, comics, and libraries, and content studies are numerous, while interest is a topic which remains in a high rank. Studies of reading at the secondary and college levels are of growing importance. A 7-page topical index at the end facilitates the location of references in special areas of the field.—*E. B. Mallory* (Wellesley).

1789. **Bibby, C. Sex education: a guide for parents, teachers and youth leaders.** London: Macmillan, 1944. Pp. 291. *7s. 6d.*

1790. **Davis, R. A. Testing for aptitudes.** *J. educ. Psychol.*, 1945, **36**, 39–45.—The author describes and discusses the use of tests at the college level. Tests designed to measure potential learning ability include composite tests which present an over-all picture and also those aptitude and prognostic tests which attempt to discover special abilities. An individual's active interests should be studied both by means of standard questionnaires and inventories, and through a record of his major activities over a given period of time. "Testing should be regarded as a means of revealing to the student his own potentialities and weaknesses, of holding out to him desirable goals of accomplishment, and of stimulating him to further improvement."—*E. B. Mallory* (Wellesley).

1791. **Deemer, W. L. An empirical study of the relative merits of Gregg shorthand and Script shorthand.** Cambridge, Mass.: Harvard University Press, 1944. Pp. xxii + 525. $4.00.—This monograph is an extensive version of *An Experimental Comparison of Two Shorthand Systems* by the present author and P. J. Rulon (see **17**: 2880). The study was made on 44 paired classes of equated students (on 17 concomitant variables) in different communities from 1938 to 1941. Instructional tests provided criteria of comparison for accuracy scores and rate of transcription for fresh and cold note dictation. Script excelled Gregg in both speed and accuracy measures of learning performance. A follow-up study of graduates' careers indicated little difference between the two groups. About half the book consists of documentary supporting appendices.—*G. W. Hartmann* (Teachers College, Columbia).

1792. **Ewing, A. M. The use of standardized reading tests in teachers colleges.** *Educ. psychol. Measmt*, 1944, **4**, 225–231.—The use of reading tests in various teachers colleges was sampled by means of a questionnaire. The most commonly used tests are indicated. The reasons for selecting the tests, the techniques of testing, the uses made of reading test scores, and the plans used in the remedial reading programs are discussed. On the basis of the data obtained, various recommendations to improve the reading programs are made.—*S. Wapner* (Rochester).

1793. **Fern, G. H. What is vocational education; a series of discourses on various aspects of vocational education.** Chicago: American Technical Society, 1944. Pp. 159. $2.50.

1794. **Good, C. V. Doctors' dissertations under way in education, 1944–1945.** *J. educ. Res.*, 1945, **38**, 383–400.—*M. Murphy* (Pennsylvania).

1795. **Hartson, L. D. A validating study of the Oberlin Vocational Interest Inquiry.** *Educ. psychol. Measmt*, 1944, **4**, 199–207.—"1. A validating follow-up has been made of the *Oberlin Vocational Interest Inquiry*, after an interval of fourteen years, based upon the responses of 68 per cent of the men tested in the year 1927–28. 2. When the correlation is computed between the rank order of interest expressed on the two occasions, 1927 and 1941, in the vocational functions sampled by the *Inquiry*, the coefficient for the entire group of 121 is .717." A more detailed analysis with the view toward possible revision of the test is presented.—*S. Wapner* (Rochester).

1796. **Hewitt, F. E. Guidance through self-appraisal.** *Educ. psychol. Measmt*, 1944, **4**, 245–250.—A guidance program based upon self-appraisal by the student is described. In this program use is made of (*a*) technical information and personal inventory tests taken by the student, (*b*) reports from teachers, (*c*) student's autobiography, and (*d*) the counselor's summary.—*S. Wapner* (Rochester).

1797. **Higgins, C. D. Pupil inference—variety, depth, and direction of error.** *J. exp. Educ.*, 1944, **13**, 46–52.—Children's inductive ability was investigated by asking pupils to write down the conclusions which they could draw when presented with the results of simple biological experiments. Two tests were given, the second administered 30 school-weeks later than the first. The author reports a selected, nonrandom sampling of responses, showing contrasts and improvement between each pupil's inferences on these two occasions. Wrong answers may be incomplete, may go beyond the given facts, or may be false. Sometimes subconcepts may be understood when the pupil is unable to make the major inference. Errors in inference may arise from inadequacy in reading comprehension or in the experience of the pupil.—*E. B. Mallory* (Wellesley).

1798. **Hildreth, G. A school survey of eye-hand dominance.** *J. appl. Psychol.*, 1945, **29**, 83–88.—This study was designed to throw additional light on the problem of mixed eye-hand dominance in relation to reading disability. A group of elementary school children, 101 boys and 90 girls ranging in age from 6 to 11 years who rated above average in general ability, were administered tests of eye and hand dominance. Stanford achievement reading scores were available for purposes of comparison. Of 22 diagnosed reading disability cases (16 boys, 6 girls), 44% of the males and 50% of the females showed mixed eye-hand dominance. The conclusion is drawn from these findings that mixed dominance is not a prevailing factor in reading difficulties.—*H. Hill* (Indiana).

1799. **Hildreth, G. Comparative speed of joined and unjoined writing strokes.** *J. educ. Psychol.*, 1945, **36**, 91–102.—Seventy pupils in grade 8 were given paper and pencil tests, requiring them to make, across the page, a succession of separate

vertical strokes and a continuous series of joined strokes. Since the rate for unjoined strokes was significantly faster, the author concludes, by analogy, that manuscript writing may be assumed to be as rapid as cursive writing.—*E. B. Mallory* (Wellesley).

1800. **House, R. W., & Gunter, E. E. The number of days required to achieve complete learning of the Webster system of diacritical marks.** *J. exp. Educ.*, 1944, **13**, 15–19.—Daily instruction in the use of diacritical marks was given to 56 pupils in in grades 5 and 6. The period required for complete learning ranged from 32 to 60 days. Success in rapid learning of this material showed some relationship to success in reading, English, spelling, and general achievement. The writers stress the value of "a new symbolization that would have one letter, and only one letter, for each English speech sound."—*E. B. Mallory* (Wellesley).

1801. **Lehman, R. T. Interpretation of the Kuder Preference Record for college students of home economics.** *Educ. psychol. Measmt*, 1944, **4**, 217–223.—A study is reported which uses the Kuder Preference Record to obtain a picture of the vocational and avocational interests of college students in home economics. The study did not reveal a pattern of interests characteristic of home economic students as a group. The usefulness of the interest profile obtained is indicated.—*S. Wapner* (Rochester).

1802. **McPherson, M. W. A method of objectively measuring shop performance.** *J. appl. Psychol.*, 1945, **29**, 22–26.—Following somewhat the procedure employed by the Committee on Human Migration (the Minnesota group), techniques for the diagnosis of trainability and evaluation in wood-shop performance were evolved. Fifty-nine 13-year-old boys (mean Binet P.C., 86.49) of the Wayne County Training School, Michigan, copied a model wood block. Performance was scored with respect to accuracy, methods of operation, and neatness. Fourteen of these boys were again presented with the same problem one semester later after having attended the wood shop for two hours per day during the interval. The difference between the means of the two groups was significant at the 1% level according to the Fisher test. A similar method for investigating metal-shop achievement was also devised, but no figures are given on this part of the study.—*H. Hill* (Indiana).

1803. **Monroe, W. S. Educational measurement in 1920 and in 1945.** *J. educ. Res.*, 1945, **38**, 334–340.—The year 1920 may be taken as the beginning of the widespread use of objective tests in American schools. Tests were then judged largely on the basis of the structure of the test and the objectivity of the scoring; now a test is judged primarily on the basis of its validity relative to a specified purpose. There has been a tendency to replace the term "measurement" with the term "evaluation." This change reflects a recognition of the fact that tests should not only measure skills and factual information but also evaluate all aspects of growth.—*M. Murphy* (Pennsylvania).

1804. **Park, J. Vocabulary and comprehension difficulties of sound motion pictures.** *Sch. Rev.*, 1945, **53**, 154–161.—Responses of 842 elementary- and high-school pupils to tests and questionnaires designed to elicit information concerning the vocabulary and comprehension difficulties of 8 classroom sound motion pictures in the fields of social studies and science are evaluated. Fifteen specific questions raised by the investigation are answered, comprising the general areas of pupils' knowledge of the vocabulary of the verbal accompaniment, the relationship of interest to vocabulary burden, and a comparison of vocabulary burden with comprehension difficulties. The author points out implications of the study for teachers and for producers of classroom sound motion pictures.—*R. C. Strassburger* (St. Joseph's College for Women).

1805. **Patterson, R. M. Evaluation of a prolonged pre-academic program for high grade mentally deficient children in terms of subsequent progress.** *J. exp. Educ.*, 1944, **13**, 86–91.—For 5 years a pre-academic program was conducted for an experimental group of children with IQ's 60–79 inclusive, in the Wayne County Training School, Northville, Mich. This program stressed social living and work habits in an enriched and stimulating environment, and, compared to the control group, the experimental subjects were introduced to academic work at a later age, when reading readiness was further developed. Scores on achievement tests showed a significant difference in favor of the controls at age 11, but no significant difference at age 15, strongly suggesting that those who had the prolonged pre-academic program made more rapid progress and caught up with the others. Teachers' ratings of pupils indicated fewer maladjusted individuals in the experimental group, a fact which points to a definite advantage for the pupils in the pre-academic program.—*E. B. Mallory* (Wellesley).

1806. **Rinsland, H. D. A basic vocabulary of elementary school children.** New York: Macmillan, 1945. Pp. 636. $6.00.—A national sampling was made of the words written by children in grades I to VIII inclusive. Over 200,000 papers were received, yielding a sample of approximately 1 in 100 of the 20,000,000 elementary school children in the U. S.; but only 100,000 compositions were actually analyzed. These comprised letters, expositions, stories, poems, examinations, and conversation records (for grade I only). The result is the first published study to give raw word frequencies for each grade. A total of 25,632 different words occurred in the actual count of 6,012,359 running words. In grade sequences, the figures and relations were: I, 5,099 in 358,874; II, 5,821 in 408,540; III, 8,976 in 770,019; IV, 9,976 in 792,326; V, 11,499 in 835,130; VI, 11,304 in 853,409 (attributed to drop in sampling); VII, 14,820 in 910,754; and VIII, 17,930 in 1,088,343. In grade I, the first 2,000 words constitute 98% of the total writing words; in grade VIII, the ratio in 90%. Relative frequencies for each word from the first hundred to the ninth thousand are given. The 14,571 words occurring three times or more in any one grade are listed alphabetically by actual count frequency and by frequency group.—*G. W. Hartmann* (Teachers College, Columbia).

1807. **Schlesser, G. E., & Young, C. W. Study and work habits.** *Sch. Rev.*, 1945, **53**, 85–89.—This

item analysis of the responses of 498 Colgate freshmen to a questionnaire, which was composed of study trait items culled from standard study habits inventories, employs the criteria of (1) college marks for the first semester and (2) a studiousness index in which achievement is measured with scholastic aptitude held constant. The 22 items cited are classified into 3 groups: traits correlated with school marks but unrelated to studiousness; traits related to both achievement and studiousness; and traits positively related to studiousness but not to school grades. Typical practical suggestions for the improvement of student performance are offered.—*R. C. Strassburger* (St. Joseph's College for Women).

1808. **Thelen, H. A. A methodological study of the learning of chemical concepts and of certain abilities to think critically in freshman chemistry.** *J. exp. Educ.*, 1944, **13**, 53–75.—Two control groups, using semi-micro and macro laboratory equipment, were given the usual types of instruction in chemistry, while an experimental group followed a program based on the same factual content but planned to involve greater pupil participation by discussion of objectives of each activity, by means of group planning and student chairmanship. In the experimental classes, special emphasis was placed on understanding all purposes and procedures, and time was allotted to class analysis and criticism of work completed. A pretest, a midtest, and a posttest were given. A number of hypotheses were formulated regarding the differences which might be expected to result from these variations in instruction, and the results tended to corroborate the hypotheses. The author proposes 18 suggestions for teaching chemistry based on principles demonstrated in the experiment.—*E. B. Mallory* (Wellesley).

1809. **Thorndike, E. L., & Lorge, I. Thorndike-Lorge reading test for grades 7 to 9. Forms 1 & 2.** New York: Bureau of Publications, Teachers College, 1945. (Manual, 1945.) 100 copies, $4.90.—This is a general reading test, yielding a single total score. It is planned to give reasonable weight to all the factors in silent reading, including knowledge of the meaning of words, constructions and idioms, the ability to infer meanings from context, comprehension of sentence form and meaning, and sufficient speed to prevent undue expenditure of time in reading. Reliability, measured by correlation of two forms, is about .90. Regarding validity, the manual states that the average of correlations between scores in this test and the scores on 4 other reading tests is .80, but "against a more reliable criterion of reading ability, based on 4 or more tests, the correlation will be about .96." Norms give grade and age equivalents for scores on each of the 4 forms. Administration of the test takes 40 minutes.—*E. B. Mallory* (Wellesley).

1810. **Todd, J. E. Measurement in the continuous selection and counseling of students in a college of physical education and social work.** *Educ. psychol. Measmt*, 1944, **4**, 233–243.—A description is given of the program used by Springfield College in selecting and training leaders of youth for positions as teachers, directors of social agencies, program directors, etc.—*S. Wapner* (Rochester).

1811. **Townsend, A. A study of the revised new edition of the Iowa Silent Reading Tests.** *Educ. Rec. Bull.*, 1945, No. 42, 31–39.—The use of Form Cm of the Revised New Edition of the Iowa Silent Reading Tests in the fall 1944 testing program of the Educational Records Bureau afforded material for recalculation of the reliabilities of Form Cm and of its subtests. The predicted Spearman-Brown reliabilities found for the total advanced and elementary forms Cm were, respectively, .946 and .945. The reliabilities of the subtests were all serviceably high, except for comprehension and, in the advanced form, for rate. The intercorrelations of the subtests are fairly high, but sufficiently lower than their reliabilities to justify the use of the separate subtest scores. Caution should be used in comparing standard scores of different parts of the test, since the distributions found show that these do not all have equivalent meanings.—*E. B. Mallory* (Wellesley).

1812. **Traxler, A. E. Some results of an experimental survey of the study habits of independent-school pupils.** *Educ. Rec. Bull.*, 1945, No. 42, 40–49.—The Survey of Study Habits Blank, used in conjunction with the fall 1944 testing program of the Educational Records Bureau, shows a reliability of .91 based on the correlation of odd-even items, raised by the Spearman-Brown formula. Scores on this blank were found to have very low or negligible correlations with measures of scholastic aptitude and reading. With only two exceptions, similar low relationships were found between Study Habits scores and both achievement tests and school marks. Fairly high correlations obtained, however, between scores on the blanks and teachers' ratings of study habits. It is probably advisable not to enter Study Habit Blank scores on pupils' permanent records, but they may be used in interviews and counseling.—*E. B. Mallory* (Wellesley).

1813. **Wood, B. D. [Dir.] 1944 fall testing program in independent schools and supplementary studies: summary of test results.** *Educ. Rec. Bull.* 1945, No. 42, 1–30.—The 1944 fall testing program of the Educational Records Bureau included the American Council Psychological Examination, the Kuhlmann-Anderson Intelligence Test, the Secondary Education Board Junior Scholastic Aptitude Test, elementary and advanced forms of the Iowa Silent Reading Test, the Haggerty Reading Examination for grades 2–3, the Stanford Achievement Test, Lincoln Diagnostic Spelling Test, and the Survey of Habits Blank, Experimental Edition, grades 7–12. Distributions, medians, quartiles, and ranges of scores on these tests are presented in tables. Results of this test program are consistent with those in previous years in many respects, but some changes, presumably due to war conditions, were noted. Among the latter were the lowering of the CA in grades 11 and 12 by about 2 months and the fact that the American Council Examination Q-Score was significantly lower for college freshmen than that for pupils still in the Independent Schools, presumably because of the withdrawal of men students of draft age. The experimental program for fall 1944 was based on the questionnaire for the survey of study habits.—*E. B. Mallory* (Wellesley).

[See also abstracts 1611, 1650, 1719, 1725, 1729, 1777, 1816, 1819, 1833.]

MENTAL TESTS

1814. **Bradway, K. P. Predictive value of Stanford-Binet preschool items.** *J. educ. Psychol.*, 1945, **36**, 1–16.—A study of the predictive value of Stanford-Binet preschool items was based on records made by 138 of the children, ages 2–5½, examined in 1930–32 in connection with the standardization of the revised scale. Success on each preschool item was correlated with IQ's obtained in retests 10 years later. Biserial *r*'s ranged from .30 to .81 and showed, in general, higher prediction values for verbal and memory items than for nonverbal items, with the highest *r*'s for comprehension test questions. Certain type scales were distinguished, made up of verbal, nonverbal, memory, and number concept items at the preschool levels. In the case of tests originally given to 2- or 3-year-olds, the correlation of these scales with the retest IQ's were: .62 for verbal, .45 for nonverbal and .52 for memory. In the case of tests originally given at ages 4 or 5, these correlations were .50 for verbal, .45 for nonverbal, .61 for memory, and .45 for number concept. The author recommends that predictive value be used as a basis for the inclusion of items in an intelligence scale.—*E. B. Mallory* (Wellesley).

1815. **Colmen, J. G. A rapid determination of intellectual adequacy for the naval service.** *Nav. med. Bull., Wash.*, 1944, **42**, 1093–1095.—Because of the frequency of illiteracy (not a cause for rejection in itself) among naval recruits, it became necessary to devise a test to measure intelligence without being influenced by illiteracy. Available tests which would accomplish this purpose took too long to give for practical purposes. A 5-minute group test (termed the "differential test" by the author) was constructed which was found to be adequate and reliable. This test consisted of 14 verbal questions, answerable numerically. This was used as an after-test for all borderline and questionable cases.—*G. W. Knox* (U. S. Naval Reserve).

1816. **McHugh, G. Changes in Goodenough IQ at the public school kindergarten level.** *J. educ. Psychol.*, 1945, **36**, 17–30.—The Goodenough Draw A Man Test was given along with the 1937 Revision of the Stanford-Binet to 83 children just before their admission to kindergarten and again within a period 1 to 3 months later. The correlation between Binet and Goodenough MA's at these times were .41 and .45. The mean increase in Goodenough MA was 6.6, and the mean increase in Goodenough IQ was 7.4, both statistically significant. These changes in Goodenough scores showed only very low correlation with Binet changes over the same interval. Significant negative correlations were found between the changes in Goodenough IQ and the Barr Occupations Rating Scale (−.44) and also between Goodenough IQ changes and the education of the father (−.34). This suggests that the gains in scores may to some extent be explained by the differences between the kindergarten environment and the home environment. The latter may predispose children to score lower than their abilities warrant, but further investigation is needed to support this thesis.—*E. B. Mallory* (Wellesley).

1817. **McHugh, G. Relationship between the Goodenough Drawing A Man Test and the 1937 Revision of the Stanford-Binet Test.** *J. educ. Psychol.*, 1945, **36**, 119–124.—The Goodenough Draw A Man Test and either Form L or Form M of the 1937 Revision of the Stanford-Binet Test were given to 90 kindergarten children. Correlations of the scores of the two tests showed (1) an *r* of .45, PE .06, between the MA's and (2) an *r* of .41, PE .06, between the IQ's. Bi-serial *r*'s between individual items of the Goodenough Test and Binet IQ showed that only 30 of the 51 Goodenough scoring items contribute to the positive relationship between the tests.—*E. B. Mallory* (Wellesley).

1818. **Parkyn, G. W. The clinical significance of IQ's on the Revised Stanford-Binet Scale.** *J. educ. Psychol.*, 1945, **36**, 114–118.—The author summarizes reports dealing with the equivalent values of IQ's on the 1916 and 1937 revisions of the Stanford-Binet at levels of −1 SD and below. While observed differences between the tests at the upper IQ levels are greater than those predicted on statistical grounds, the differences at the lower IQ levels are less than expected. "For children testing under 80 IQ, on the revised scale, much the same lines of demarcation of the levels of intelligence may be used as with the 1916 Scale." Statistical equivalences have usually been based on the assumption that the two scales give IQ's exactly conforming to the normal curve, but the 1937 Scale has shown a distribution that is skewed to the upper end of the scale.—*E. B. Mallory* (Wellesley).

CHILDHOOD AND ADOLESCENCE

1819. **Beach, V., & Bressler, M. Organizing a painting set-up for young children.** *J. exp. Educ.*, 1944, **13**, 77–80.—On the basis of their own experience in working with children of the age range 2–7, the authors present points which they have found important in organizing a painting set-up for these age levels. They give detailed, explicit, and practical suggestions as to equipment, space and time arrangements, atmosphere, and care of finished paintings. Modifications of the set-up, appropriate to variations in children's age and experience, are also suggested. The essentials in a child's painting situation are good materials (bright, clear colors, large, long-handled brushes, and large sheets of paper) conveniently placed; sturdy equipment; the possibility of free, sweeping arm movements; and a relaxed, relatively quiet atmosphere, with an opportunity to paint without interference from other children or from adults.—*E. B. Mallory* (Wellesley).

1820. **Bernard, V. W. Psychodynamics of unmarried motherhood in early adolescence.** *Nerv. Child*, 1944, **4**, 26–45.—Adolescent unmarried motherhood is felt to be a symptom of maladjustment clinically intermediate between neurosis and delinquency. Ten studies of subjects below age 17, neither psychotic nor mentally defective, are presented. All of the girls showed effects of early emotional deprivation. It is felt that this general anxiety-ridden personality disturbance is basic to the elaboration of their psychosexual pathology.—*G. S. Speer* (Central YMCA College).

1821. **Davidoff, L. M. The difference in the mental reaction between children suffering from**

cerebral and cerebellar tumors. *Psychosom. Med.*, 1945, **7**, 38–41.—A review of approximately 50 cases of children with cerebellar tumors confirmed the author's previous impression that such children are unusually co-operative and alert and have sweet dispositions. An additional group of 20 children with tumors above the tentorium seemed to respond to the situation of severe illness in the manner usually expected of severely sick children.—*P. S. de Q. Cabot* (United Drug, Inc.).

1822. **De Saussure, R. Girlhood problems of the only child.** *Nerv. Child*, 1944, **4**, 60–69.—One of the problems of the adolescent girl is the need of feeling herself on a footing of equality with her parents. In the process of achieving equal status, it is important for her to have a complete understanding of sex matters and to feel that she is sharing in the responsibilities of the family. Many factors make this achievement difficult for the girl who is an only child. Two case studies are presented to illustrate some of these problems.—*G. S. Speer* (Central YMCA College).

1823. **Despert, J. L. Resistance to change in the adolescent girl.** *Nerv. Child*, 1944, **4**, 8–16.—Case reports of 5 girls are presented in some detail, and similarities and divergencies are indicated. Although the family background and problems were quite different, all of these adolescent girls tended to cling to early behavior patterns, though not emotionally dependent upon the mother. Their attitude towards their mothers were ambivalent and characterized by an intense hostility. A tendency to a homosexual attachment was also found. The mothers were projecting their own frustrations in their demands on the girls. These excessive demands seem to have created a drive to resist change. It is felt that the resistance to change through therapy is an index to the general resistance to change.—*G. S. Speer* (Central YMCA College).

1824. **Frankel, E. B., & Potashin, R. A survey of sociometric and pre-sociometric literature on friendship and social acceptance among children.** *Sociometry*, 1944, **7**, 422–431.—The article presents a brief summary of methods used in studying interpersonal relations among children, with information on factors which determine friendship and social acceptance. A bibliography of 50 items is appended.—*S. B. Williams* (U. S. Naval Reserve).

1825. **Geleerd, E. R. Mothering, feeding and toilet training in infants.** *Bull. Menninger Clin.*, 1944, **8**, 178–184.—*W. A. Varvel* (Texas A. & M.).

1826. **Hewitt, H., & Gildea, M. C. L. An experiment in group psychotherapy.** *Amer. J. Orthopsychiat.*, 1945, **15**, 112–127.—Five little girls, ages 7 to 9, were drawn into a small unit within the program of a large day camp. Four of the children had problems in social adjustment in the large group, and the fifth was a child with high social adjustment who was included in the special unit to act as a social catalyst. The special group met four times a week for a period of two months, and a permissive technique of group therapy was used. Through observations made in the small group, the personal needs of each child became apparent and the interactions of the children were studied. The children seemed to benefit by the special group and became much better adjusted in the large group after this experience.—*R. E. Perl* (New York City).

1827. **Johnson, W. The Indians have no word for it: I. Stuttering in children.** *Quart. J. Speech*, 1944, **30**, 330–337.—Attempted research on stuttering among the Bannock and Shoshone Indians in Idaho disclosed that there were no stutterers among them. Inquiry among teachers with up to 25 years of close association with Indians confirmed this observation. Further inquiry indicated that there was no word for stuttering in the language of these Indians. Studies of the onset of stuttering in children have shown that all spoke without stuttering from six months to several years, that stuttering was originally diagnosed by a layman (usually a parent), and that such early stuttering is indistinguishable from the normal speech of young children. The role of the semantic environment as a causal factor is emphasized by these findings.—*W. H. Wilke* (U. S. Naval Reserve).

1828. **Kanner, L. Early infantile autism.** *J. Pediat.*, 1944, **25**, 211–217.—This report describes 20 cases of children who, from infancy, showed so marked a tendency to live within themselves that in many instances they were judged either to be deaf or feeble-minded. Seven of them were mute except for the occasional utterance of a single word or short sentence. None used language as a means of communication. All showed indications of good cognitive intelligence, though the Binet tests could not be administered because of their inaccessibility to questioning and their ignoring of verbal instructions. All handled objects intelligently; none showed differential response to persons. The language of those not mute showed a number of peculiarities. There was a tendency to literal repetition of what was heard with little regard to its meaning apart from a direct association of the word or sentence with the situation. Thus a child whose mother said, "Now I will give you your milk," thereafter always expressed his desire for milk in exactly those words. Practically none of the children ever used the first personal pronoun, referring to themselves as "you." All were much obsessed by a desire for absolute sameness of routine and were much upset by change of any kind. It is noted that most of the children came from families of academic distinction. Nine of the 20 families were listed either in *Who's Who in America* or *American Men of Science* or in both. Whether or not the preoccupation of these persons with abstractions rather than with people is a characteristic that has become pathologically exaggerated in their descendents is uncertain.—*F. L. Goodenough* (Minnesota).

1829. **Knight, R. P. Behavior problems and habit disturbances in pre-adolescent children: their meaning and management.** *Bull. Menninger Clin.*, 1944, **8**, 188–199.—Although the greatest opportunity for practical mental hygiene lies in the rearing of children, the high incidence of maladjustment in youth indicates how often even the well-meaning parent or teacher mishandles the opportunity. The author discusses four prevalent misconceptions which thwart the utilization of scientific knowledge about human beings: the belief that everybody knows enough to rear children, advise others on all human

difficulties, and handle people if he just uses common sense; the tendency to react to one's own rearing either by copying exactly the disciplinary methods used by one's own parents or else by swinging to the opposite extreme; the belief that children should be as little nuisance as possible; and the attempt to follow the precepts supposedly emanating from the 'new psychology.' He lists the more common behavior disturbance of childhood and comments upon their handling. In most cases children will develop normally if the parents (1) give consistent, real affection, so that the child feels wanted and secure; (2) give consistent, firm, united discipline carried out with reference to the child's needs rather than to the parent's comfort; (3) possess sufficient understanding of, tolerance of, and ability to identify oneself with children to permit sensing what the child needs; and (4) are willing to seek counsel from qualified persons when it is necessary.—*W. A. Varvel* (Texas A. & M.).

1830. **Leitch, E. M. The pediatrician and the evaluation of emotional maladjustments in children.** *Bull. Menninger Clin.*, 1944, **8**, 200–204.—*W. A. Varvel* (Texas A. & M.).

1831. **Lippitt, R. Camp Fire Girls' group behavior.** *Nerv. Child*, 1944, **4**, 86–94.—Typically it is found that adolescent girls in Camp Fire groups recognize that they are passing into adulthood and verbalize this in group discussions, which they enjoy. They are self-conscious, age-conscious, and sex-conscious. These girls have a need to be included in the adult community life and are interested in group activities, but the nature of the activities depends on the channels most readily accessible.—*G. S. Speer* (Central YMCA College).

1832. **McNiel, B. Development at the youth level of a conception of causes and behavior and the effectiveness of a learning program in this area.** *J. exp. Educ.*, 1944, **13**, 81–85.—A survey test was given 1,172 high-school students to determine to what extent they understood the concept that the ordinary behavior of children (such as the refusal to comply with simple requests, refusal to co-operate, and destructiveness) is relatively complex, in that it may be the result of a number of causes. Since the mean score was only 51.36 out of a possible 100, the investigator concludes that many high-school students do not have an adequate working knowledge of this concept. The mean score of 542 girls was significantly higher than that of 447 boys, the two groups being equated as to IQ. A mixed group was then given a experimental learning program, consisting of three directed discussion periods and some reading of pamphlets. A retest given to all showed that the experimental group improved significantly more than the control group in understanding the problems of behavior actually discussed, but they did not make the generalizations necessary for applying principles to other kinds of behavior problems.—*E. B. Mallory* (Wellesley).

1833. **Pintner, R., & Gates, A. I. The value of individual hearing aids for hard of hearing children.** Washington D. C.: National Research Council, 1944. Pp. iv + 40.—The purpose of this study was to determine to what extent the use of hearing aids helps the hard of hearing child in public school. Fifty-two hard of hearing children wore hearing aids for 26 months while attending public school classes. Each of 26 pupils was matched with another child of the same sex, age, mental age, and hearing loss. The remaining 26 pupils in the experimental group were equated as a group with a similar control group of hard of hearing pupils. The pupils in the experimental and control groups were tested at the beginning and at the end of the experiment with the Standard Achievement Test, Aspects of Personality, and Pupil Portraits. Case data and speech defects were also studied. No statistically reliable differences were found between the experimental and control groups on any of the tests. Parents and teachers, however, reported improvement in school and social adjustments. Suggestions and recommendations for further studies are made.—*C. V. Hudgins* (Harvard).

1834. **Rose, A. A. Insecurity feelings in adolescent girls.** *Nerv. Child*, 1944, **4**, 46–59.—Autobiographical reports about their own adolescent development, written by 56 women who were completing a course in adolescent psychology, were analyzed. The reports stressed those traits in which they thought themselves to have been different from the average. Additional data were obtained from the author's questionnaire, Thurstone Personality Schedule, and the Bell Adjustment Inventory. Detailed analysis of the reports provides a description of the process of social development during adolescence and the degree of insecurity incurred in each case. Insecurity is related to various social and physical factors and to later traits indicated in personality tests.—*G. S. Speer* (Central YMCA College).

1835. **Thom, D. A., & Newell, N. Hazards of the high IQ.** *Ment. Hyg., N. Y.*, 1945, **29**, 61–77.—Forty-three children of IQ 130 plus who had been seen in a child guidance clinic between 1927 and 1934 were followed up; 38 were retested with an average interval of 11 years between initial contact and retest. Average Stanford-Binet IQ upon retest was 135; range, 106 to 161. Average Wechsler-Bellevue IQ was 125. Difference of level between first and second tests is largely attributed to varying efficiency of tests at different age levels and to favorable or adverse factors in environment. In general, parental influences were good. School histories were disappointing, as the more retiring students had been overlooked and had lacked guidance in utilizing their abilities and in making personal adjustments. Social adjustment was difficult. Children were divided into those who achieved and had good present adjustment (21) and those who had only mediocre success or were maladjusted or unhappy (22). Those who failed in fulfillment had been hampered by family instability or unfortunate environmental conditions.—*W. L. Wilkins* (U. S. Naval Reserve).

[See also abstracts 1649, 1676, 1697, 1712, 1731, 1733, 1753, 1768.]